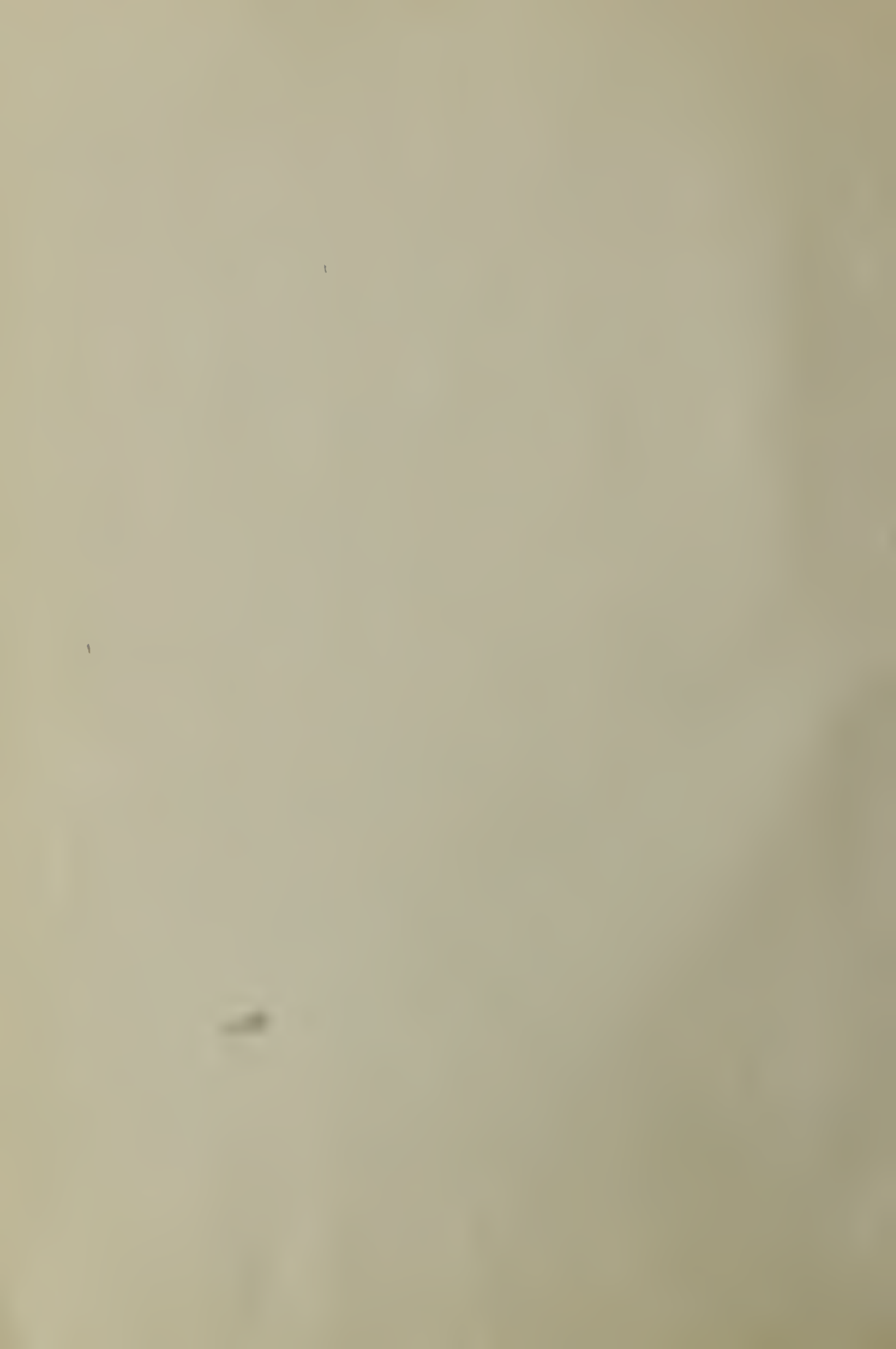


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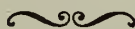
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*On leave of absence 1952-1953

†First Quarter 1952-1953

‡Beginning Second Quarter 1952-1953

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 Harvard University*
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*Graduate, Boston Museum School of Fine Arts; Studied in Paris with Lasar, Simon,
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Rhode Island School of Design
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 Theological Seminary*
- RAYMOND H. COON ORGAN, PIANOFORTE, THEORY OF MUSIC
New England Conservatory of Music; Studied with Heinrich Gebhard, Boston
- KATE FRISKIN CHORAL MUSIC, PIANOFORTE
Studied at Glasgow Athenaeum, and with Sophie Weisse, D. F. Tovey, and Tobias Matthay
- GERTRUDE TINGLEY SINGING
*Studied with Mme. Povla Frijsch, Percy Rector Stephens, Isidore Luckstone;
 Solo appearance with the Boston Symphony Orchestra*
- LOLA MONBLEAU (MRS. CHARLES) SINGING
*Jackson College; Julius Hart School of Music, Hartford, Connecticut; Studied with
 Rhea Massicotte*
- EMILY HALE DRAMATIC INTERPRETATION, SPOKEN ENGLISH
*Special Speech and Drama, Leland Powers School, Boston; Cornish School, Seattle;
 Speech Institute, London; University of Wisconsin Summer School*
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A.B. Wheaton College; Ed.M. Boston University; Graduate Study at Harvard University
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A.B. Wellesley; Graduate Study at the Parsons School of Design

*Exchange teacher in England 1952-1953

†Exchange teacher from England for Miss Coffin

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<i>Hospital for Sick Children, Toronto; Post Graduate of Toronto Hospital for Consumptives</i>	
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<i>Hartford Hospital of Nursing; Post Graduate Work in Pediatrics, Johns Hopkins Hospital</i>	
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Belmont

*Deceased November 22, 1952

LECTURES AND CONCERTS

September, 1952 to June, 1953

- | | |
|---|---|
| Margaret Sherwood
<i>Lecture — "Building a Personality"</i> | Vladimir Horowitz, Pianist (in Boston) |
| Murl Daniels, Make-up Artist
<i>Lecture and Demonstration — "Famous Faces"</i> | Kate Friskin
<i>Pianoforte Recital</i> |
| Iolanthe (in Boston) | Spanish Plays with Phillips Academy
<i>El retablo de las maravillas</i>
<i>El mozo que caso con mujer brava</i> |
| The Stradivarius Quartet and Kate Friskin, Pianist
<i>Concert of Chamber Music</i> | David Keith Hardy
<i>Lecture on the Far and Middle East</i> |
| Lady Margaret D'Arcy
<i>Lecture — "The Double Puzzle — Great Britain and U.S.A."</i> | Mary Curtis, Soprano
<i>Recital</i> |
| Leonard F. James
<i>Lecture — "Election Issues"</i> | Abbot Academy — Phillips Exeter Academy Glee Clubs
<i>Joint Concert and Dance</i> |
| Victoria de Los Angeles, Soprano (in Boston) | Play with Brooks School
<i>Antigone</i> |
| Boston Symphony Orchestra
<i>Series of six Concerts</i> | Kate Friskin and Raymond Coon
<i>Two Piano Recital</i> |
| The Montagues, Comedians and Magicians
<i>"The Gloom Chasers"</i> | Operetta with Phillips Academy
<i>Pinafore</i> |

SUNDAY EVENING SPEAKERS

September, 1952 to June, 1953

- | | |
|---|--|
| Raymond Calkins, D.D.
<i>Pastor Emeritus, First Church in Cambridge</i> | Roy L. Minich, D.D.
<i>First Church in Malden</i> |
| Dorothy Nace
<i>Pine Mountain Settlement School, Pine Mountain, Kentucky</i> | Albert B. Coe, D.D.
<i>President of the Massachusetts Congregational Conference</i> |
| Vivian T. Pomeroy, D.D.
<i>The First Parish Church, Milton</i> | Frederick M. Meek, D.D.
<i>Old South Church, Boston</i> |
| A. Graham Baldwin, D.D.
<i>School Minister, Phillips Academy</i> | Alexander St.-Ivanyi, D.D.
<i>First Church of Christ, Lancaster and First Parish of Sudbury</i> |
| Palfrey Perkins, D.D.
<i>King's Chapel, Boston</i> | Frederick B. Kellogg
<i>Chaplain to Episcopal Students, Christ Church, Cambridge</i> |
| Morris S. Lazaron
<i>Rabbi Emeritus, New York</i> | Howard L. Rubendall, D.D.
<i>Headmaster, Mount Hermon School</i> |
| John C. Schroeder, D.D.
<i>Calhoun College of Yale University</i> | Paul Harmon Chapman
<i>All Souls Church, Greenfield</i> |
| Hans Sidon, Ph.D.
<i>Christ Presbyterian Church, Lawrence</i> | Sidney Lovett, D.D.
<i>Chaplain, Yale University</i> |

COMMENCEMENT SPEAKERS

1953

- | | |
|---|---|
| <i>Baccalaureate Sermon</i> | <i>Commencement Address</i> |
| GERALD B. O'GRADY, JR., A.B., S.T.B.
<i>Chaplain, Trinity College, Hartford, Connecticut</i> | JAMES T. CLELAND, M.A., S.T.M., D.D.
<i>Divinity School, Duke University</i> |

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JANET MARSHALL BOWDEN
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♣ GALE DUNTON
Newport, Rhode Island

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Ann Arbor, Michigan

[♣] Asked to leave school January 11

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Sanford, Maine

MARILYN JUNE EMSLEY
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FRANCINE FENN
Dorset, Vermont

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JOLYNE HAFFNER FOURNIER
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SUZANNE ELLEN FRASER
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NANCY ROSE FRIEL
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- ANN MARGARET ZUILL
Smiths Parish, Bermuda

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New Hampshire	7	Minnesota	
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Vermont	4	West Virginia	
Maine	3		
Maryland	3		
Rhode Island	3		
Indiana	2		
Ohio	2		

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Canada	
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Cuba	

DAY PUPILS 39
BOARDERS 155

EXPENSES

The charge for boarding students is \$1,800 a year; for day students \$600 a year. The charge of \$1,800 for board and tuition includes also: the physical examination fee, the concert and lecture fee, laboratory fees, pew rent, and seven days' care in the infirmary unless the services of a special nurse are required.

The tuition fee of \$600 for day scholars includes the physical examination fee, lecture and concert fee, tiffin, and laboratory fees, but not luncheon.

CHARGES FOR PRIVATE LESSONS FOR THE SCHOOL YEAR

Piano, Organ, or Singing		Speech, one lesson a week	100.00
Two half-hour lessons a week	\$250.00	Tutoring, per period	2.00
One half-hour lesson a week	125.00		

Payments are due as follows: Boarding Students, \$25 at the time of registration, for reservation of place; \$975 in September, at the time of entrance; \$800 at the beginning of the second semester. Day Students, \$25 at the time of registration, \$300 in September, at the time of entrance, and \$275 at the beginning of the second semester.

The fee of \$25 for the reservation of a place is forfeited if the application is withdrawn.

Charges for private lessons, and other personal expenses such as books and stationery, tutoring, and special chaperoning, are payable at the end of each semester.

The engagement is made for the entire year, or for that part of it remaining after entrance, and no deduction is made for late entrance, absence, or removal before the close of the school year.

A deposit of at least \$75 for spending money, — for payment of student organization dues, for charitable purposes, for travel when taking a week-end, for Saturday leaves, for plays and concerts in Boston (cost of Symphony trips is put on term bills) should be made with the financial secretary in each boarding student's name when school opens. The weekly allowance is also drawn from this account by the student, in accordance with instructions from the parents.

December, 1952

CALENDAR

1953-1954

Tuesday, September 22

Arrival and Registration of New Resident Students before 6 p.m.

Wednesday, September 23

Registration of Re-entering Resident Students before 6 p.m.

Registration of all Day Students, 10 a.m.

Thursday, November 26

Thanksgiving Day

(Friday and Saturday following Thanksgiving are both school days.)

Tuesday, December 15, to Tuesday, January 5, 1954

Christmas Vacation

Tuesday, March 23, to Tuesday, April 6

Spring Vacation

Monday, June 7

Commencement

Tuesday, September 21, 1954

Opening of School

Occasionally some change in the school calendar is necessary. If this occurs, parents will be notified well in advance.

December 1, 1952

ABBOT ACADEMY
ANDOVER • MASSACHUSETTS

1754-55

ABBOT ACADEMY



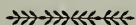


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ABBOT ACADEMY

*The first incorporated school for girls
in New England*

FOUNDED 1829



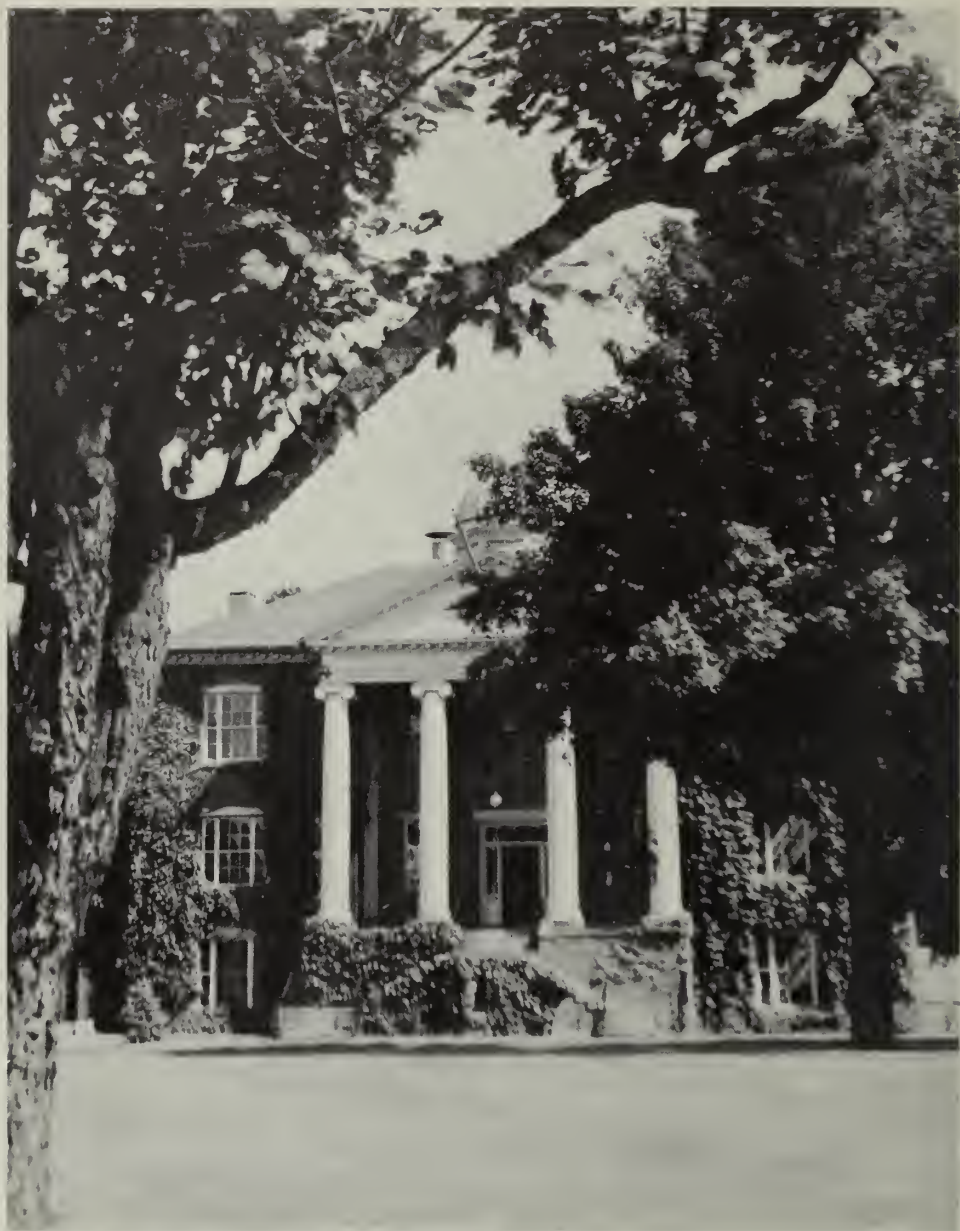
ANDOVER • MASSACHUSETTS

1754-55





THE PROPOSED GEORGE E. ABBOT MEMORIAL GYMNASIUM



ABBOT HALL

ABBOT ACADEMY

ABBOT ACADEMY, the first incorporated school for girls in New England, was founded in 1829. Abbot Hall, the original building, of charming Bullfinch design, with its historic chapel, is still in use. In addition to Abbot Hall the school today occupies several other large, well-equipped brick buildings, and has a beautiful campus of lawns, woods, and playing fields, covering over twenty-five acres and including a small pond for skating and canoeing.

In the quaint phraseology of the Constitution of the Academy, drawn up in 1829, the "primary objects" of the school are described as follows: "to regulate the tempers, to improve the taste, to discipline and enlarge the minds, and to form the morals of the youth who may be members of it; . . . Solid acquirements shall always have precedence of those which are merely showy, and the useful of those which are merely ornamental.

"Trusting to the All-wise and Beneficent Disposer of events to favor this our humble attempt to advance the cause of human happiness, we humbly commit it to his patronage and blessing."

In its more than a century of history Abbot has tried to remain true to the spirit of these objects. Through the training given here young women have been prepared to lead useful lives; they have become firm and self-reliant in character; and they have attained disciplined and tolerant minds.

It is the belief of the school today that these attainments, though they may be sought for by new methods and under different conditions, are still as indispensable as they have ever been.

Location and Surroundings

ANDOVER was among the first New England settlements. Years of dignified and gracious living are reflected in the beautiful, spacious Georgian houses which are found on the wide, elm-shaded streets. With the establishment of Phillips Academy during the Revolutionary War, Andover became one of the earliest educational centers of the country; later, the Andover Theological Seminary and

Abbot Academy were founded. All of these schools attracted to the town men and women who cared for culture and education.

Even for picturesque New England, the location is singularly pleasant. From Andover Hill one looks out over the Merrimack Valley to Monadnock and Wachusett mountains. The rolling hills on every hand hold in their hollows charming lakes. The North Shore is within twenty miles to the east, and the mountains of New Hampshire and Vermont are not far distant to the north. Andover is but a little more than twenty miles from Boston, where plays, concerts, and lectures are easily accessible. Many of the most distinguished artists, however, come to Andover and there is ample opportunity for the enrichment that music, art exhibits, and lectures may provide.

Equipment

DRAPER HALL, the main building, is named in honor of Warren Draper, for many years a generous friend of the school. It contains the administrative offices and other public rooms, the library, and dining room, and it is also the dormitory for the two upper classes. The students' rooms, some single, some double, and some suites of a bedroom and study for two girls, are unusually large and attractive. The building is of brick and is provided with a complete sprinkler system and fireproof stairways.

On the ground floor a spacious library accommodates adequately the school's collection of books — some twelve thousand volumes. The main reading room is over one hundred feet long and forty feet wide, and there is in addition a home-like leisure reading room. Thus there is ample provision for study and for cultivation of the enjoyment of reading. Also on the ground floor is the school dining room, a charming Colonial room of fine proportions. These rooms were built in 1941, at which time the building as a whole was extensively remodeled. The renovation was made possible by gifts from alumnae and friends of the school who contributed to the Abbot Second Century Fund, which began in 1938. The main section of the library is a memorial to Emily Adams Means, Principal of the Academy from 1898 to 1911; the leisure reading room is a memorial to Rebekah Monroe Chickering, teacher of English from 1898 to 1937 and the dining room is a memorial to Bertha M. Bailey, Principal from 1912 to 1935.

Abbot Hall, named in honor of Madam Sarah Abbot, whose generous gift made its construction possible, was the original school building. It contains a beautiful, old room, now known as the Chapel, an observatory, with a five-inch Alvan Clark telescope, and laboratories well-equipped for the teaching of chemistry, physics, biology, and household science.

McKeen Hall, built through gifts of alumnae and friends in memory of Miss Philena McKeen, Principal of Abbot for thirty-three years, and of her sister, Miss Phebe McKeen, is the main recitation building of the school. It contains, in addition to classrooms and study rooms, a gymnasium and auditorium, the gift of Mr. George G. Davis in memory of his father, the Honorable George L. Davis. The hall contains an excellent pipe organ, the gift of Mrs. Dorothy Davis Rimmer.

The John-Esther Art Gallery, with its valuable collection of paintings and bronzes, was given by a former student. Various interesting exhibits are shown here during the year. Besides the gallery, the building contains two large studios which are used for work in voice and violin.

The Antoinette Hall Taylor Infirmary was constructed through gifts of friends of the school and endowed by Mrs. John Phelps Taylor of Andover, in memory of her parents, Mr. and Mrs. Walter Fern Hall. The infirmary is a commodious brick building attractively and thoroughly equipped for its purpose. Two experienced graduate nurses are in attendance throughout the school year.

Abbey House, erected in 1939 through the generosity of Mrs. Emily F. Abbey Gill, is the residence for the youngest girls. The building, which is of brick and thoroughly fire-proof, is home-like and attractive. Here the younger girls, away from home for the first time, are helped in every way to make a happy and successful introduction to boarding school life. They are carefully guided in the cultivation of order, neatness, punctuality, and good study habits.

Homestead and *Sherman* are two smaller houses used as residences for girls in the tenth grade.



THE MCKEAN BUILDING - CLASSROOMS AND AUDITORIUM

Extracurricular Activities

It is the purpose of Abbot to create a happy and natural social environment. Only those regulations are stipulated which seem necessary for the well-being of the largest number, and only those restrictions are imposed which experience has shown lead to the best development of the individual. A noteworthy spirit of loyalty and honor characterizes the student body, and this spirit is depended upon primarily for the maintaining of the high morale of the school.

Saturday is the school holiday. It is used in various ways depending upon the interests of the girls. Horseback riding, tennis, or canoeing in the fall and spring, skating and skiing in the winter, and walks and picnics at all seasons, provide delightful opportunities for recreation in the beautiful country surrounding the school. On several Saturdays during the year girls may go to Boston for the day, and groups from the school frequently go to a play, concert, or exhibit in Boston. Occasionally a sight-seeing trip to historic nearby towns is planned — to Concord and Lexington, or Salem and Marblehead. During the fall the girls may attend the football games at Phillips Academy.

On Saturday evenings there is nearly always some entertainment at the school — a concert, a play, a lecture, a dramatic reading — either by members of the faculty or by some distinguished artist. The girls themselves present several musical recitals each year, and produce several plays.

While not sectarian, the school is definitely Christian. Simple religious exercises are held in the Chapel every school day morning. On Sunday mornings the students attend one of the town churches, or, occasionally, the services at the Phillips Chapel. On Sunday evenings a vesper service is held in the school Chapel, with some distinguished clergyman as the speaker. In the afternoon a Quiet Hour provides time for rest, letter writing, or reading, but those who prefer may go out for walks or play tennis, or go horseback riding. Callers, except parents, are not received ordinarily on Sundays.

On Saturday afternoons from four to six the boys from Phillips Academy may call, and there is informal dancing in the recreation room. Opportunity is

provided for girls who do not know any boys at Phillips to make acquaintances at these times.

Three week-end leaves from the school are permitted during the school year, and a number of Saturday leaves are permitted in each term. As an award for the highest rating in citizenship some extension of these leaves may be granted.

The school seeks in all matters to train its students to control their own lives wisely. A constant effort is made, therefore, to obtain their intelligent cooperation in the conduct of the school. In this, the School Government Association is most helpful. The Student Council is made up of the heads of the Senior class and of the Athletic and Christian Associations with representatives from the lower classes and from the day students. Through this Council, which works with the Principal and the faculty, the order, courtesy, and dignity of the daily life of the school are maintained.

The Abbot Christian Association has an important influence upon the life of the school. It welcomes new students and introduces them, plans entertainments and festivities, and promotes good fellowship. Through it, the greater part of the welfare work of the school is carried on. Interest is encouraged in educational work in this country and in other lands, and contributions are made to emergency and relief work. The devotional services of the Christian Association are planned and conducted by the students.

The Athletic Association is an important factor in the school. Every student becomes a member and has a voice in its administration. Its purpose is to further interest in athletic activities as a means of promoting the physical efficiency and good sportsmanship of the student body. Sports are organized and contests held. The school is divided into two clubs which compete in all sports. At the end of the year an award is given to the winning club.

Throughout the year, the physical education classes are conducted out-of-doors whenever possible. Tennis tournaments and contests in basketball, field hockey, track, lacrosse, archery, badminton, and baseball are held. In the winter skating and skiing are participated in by nearly every girl. Horseback riding and canoeing are offered in the fall and in the spring.

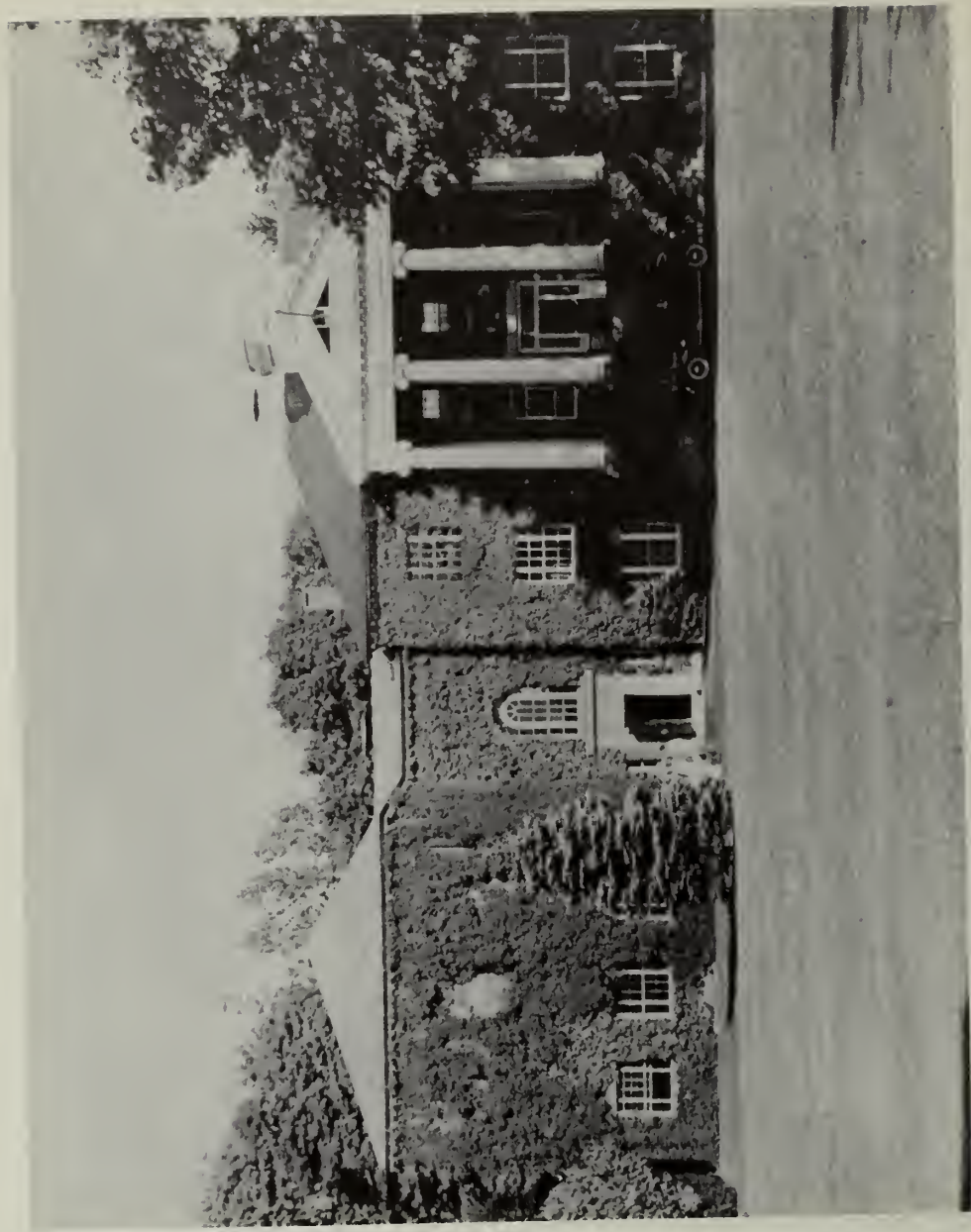
In addition to the Abbot Christian Association and the Abbot Athletic

Association, various other groups, formed on the basis of special interest and abilities, provide opportunity for self-expression and development. *The Abbot Dramatic Society* claims for its membership those students most interested in drama and best qualified to assist in the production of plays. *The Courant* and *The Circle* boards edit and direct the publication of a school magazine and the Senior year book.

The Fidelio Society and the *Choir* are choral groups which sing at special services and on other occasions, and at the Sunday evening vesper service.

The "*A*" *Society* includes all students who have attained noteworthy success in sports, and whose citizenship standing is high.

Elections are made in the Spring to the Abbot Chapter of the *Cum Laude Society*. This is an inter-school society which bears the same relation to secondary schools as that of Phi Beta Kappa to colleges. Membership depends, of course, on the quality of scholastic attainment.



ABBOT HALL AND JOHN ESTHER ART GALLERY

Admission and Courses of Study

PUPILS are selected for admission on the basis of the information called for in the application blank and in the school record blank. These blanks will be sent to interested parents on request, but a visit to the school or a personal interview is also recommended whenever practicable. Tests for the purpose of correct placement are given after students have been enrolled, and entering students are placed in the class for which they are qualified according to their previous school records and the supplementary evidence afforded by the tests.

There are four classes in the school: the *preparatory* class (ninth grade); the *junior* class (tenth grade); the *senior-middle* class (eleventh grade); and the *senior* class (twelfth grade). Abbot is primarily a college preparatory school, and each year Abbot girls enter such colleges as Wellesley, Vassar, Mount Holyoke, Smith and Radcliffe as well as universities and various smaller colleges. Approximately ninety per cent of the students take the *College Preparatory Course*, but there is also a *General Course*, for students who do not plan to go to a four year college. Students in the *General Course* study much the same subjects as do the others, but the passing grade in the *General Course* is lower than in the *College Preparatory Course*. In both courses the average schedule consists of four major subjects each year, and studies are assigned in accordance with the aptitudes as well as the needs of the students. In the *College Preparatory Course* the sequence of studies is designed to meet the entrance requirements of all the leading colleges for women.

In both courses classes which meet once a week are provided in speech, Bible, art, art appreciation, and music appreciation, and the program of each girl contains the selection from these subjects that meets her particular needs. In addition to her studies, every student participates in choral singing for at least one period a week, and takes a prescribed amount of physical training.

In all its work the school endeavors to give students an education which, in the given time, is an end in itself: through history and literature to inculcate a knowledge of the great thought and achievement of the past, which may help

in the development of an imaginative and philosophical view of life; through grammar, mathematics, and science, to discipline the mind in clear, logical processes of reasoning which will induce a realistic and effectual approach toward contemporary problems; through the arts to encourage a discriminating taste for beauty and an appreciation of the value of artistic achievement in all realms. This emphasis the school considers to be its primary obligation, but interest in current events and in contemporary problems and theories is also steadily encouraged.

The number of teachers in proportion to students is large, making possible small classes and frequent individual conferences. A quarterly statement of the standing of each student in her studies and conduct is sent to her parents or guardians.

Departments of Study

THE aim of all departments is to give the students a clear and workman-like understanding of the use of their language, both spoken and written, and to make them feel the need of living with good books. But in the *English* classes particular effort is made to develop in students the power to read accurately, to think clearly, and to express thought in simple, idiomatic English. There are frequent exercises in composition, but it is primarily through the study and discussion of literature that the department hopes to develop the enjoyment of reading and to promote the formation in the student of standards of taste and judgment which she will continue to develop in later life.

In *History*, three courses are offered: Ancient, English, and American History. In all of the history courses stress is laid on the social, economic, and cultural life of the people, in addition to the political and diplomatic history. The study of the text-book is supplemented by much collateral reading, with the use of primary as well as secondary sources.

In *Latin*, four levels of work are offered. The aim of the Latin department is to teach students to read Latin authors intelligently and with appreciation.

At the same time the values of Latin for an understanding of English and other modern languages receive constant emphasis in the study of derivatives and of word formation. Translation from Latin into careful and idiomatic English trains the pupils in logical thinking; it also cultivates discrimination in the choice of words, and helps to build up an English vocabulary that is rich and accurate.

In the courses in modern languages, the aim is to open widening horizons through first-hand contacts with a foreign tongue, to familiarize pupils with foreign countries and their culture, thus creating sympathetic understanding, and awakening a vital and lasting interest in the people whose language is being studied. The use of the foreign tongue in the classroom, and during the weeks at the French or Spanish tables, makes it a living means of expression for the student. Four years of French and three of Spanish are offered, as well as a year's course called *General Language*.

Courses are offered in *Biology*, *Chemistry*, and *Physics*. In all the sciences study is carried on by both classroom and laboratory methods. Well-equipped laboratories and a good science library offer excellent opportunities for the development of interest in either the physical or the biological sciences. In all of the teaching in science the aim is to develop in the student the ability to understand the laws of nature through materials used in the laboratory, and to develop initiative and self-reliance in inquiry and thought.

In *Mathematics* four levels of study are offered. The first course includes algebra and a brief introduction to geometry; the second is primarily a study of plane geometry; the third completes the study of elementary algebra and plane geometry, and includes numerical trigonometry; the fourth is a study of trigonometry, advanced algebra and a little solid geometry. In the teaching of mathematics, the aim is to develop in the student logical reasoning and accuracy of expression.

Several courses in the study of the *Bible* are offered: one covers the life of Christ, another Old Testament literature, and a third is a study of the teachings of Christ. The effort is made to cultivate an appreciation of the



BAILEY DINING ROOM AND WING OF DRAPER HALL

Bible as literature, and to stimulate thoughtful analysis of religious and ethical problems. Familiarity with the King James version of the Bible is one of the principal aims of the course. These classes are not offered for college admission credit.

In *Art* classroom work in history and appreciation as well as studio work are offered. The studio courses are designed to train the student in observation and in ease and readiness of execution; they offer a sound foundation in theory of color, and theory of composition, and endeavor to develop in the student a sensitiveness of appreciation of both beauty and craftsmanship in great works of art. Individual talent is noted and encouraged. The studios are well-lighted and well-equipped. The library contains a large collection of books on art, and a comprehensive file of prints and slides for reference and study. The work in *History of Art* includes a study of the art and architecture of the Egyptian, the Assyrian, the Greek, the Roman, and the Renaissance periods, concluding with a rapid survey of the art of modern times. For students who cannot take this full course, an Appreciation of Art class, meeting one hour a week, is given.

The Department of Music offers systematic instruction in pianoforte and organ playing; in singing, in appreciation, in harmony, and in musical theory and history. The ability, acquirements, and purpose of each student are examined before work is assigned, and the course of instruction is determined by the needs of the individual. Facilities for music study are thoroughly adequate. Sound-proof practice rooms, studios for each instructor, and a modern three manual organ offer opportunity for study under excellent conditions. Instruction is given to all students in the school in chorus and hymn singing. The Fidelio Society offers opportunity for advanced study of choral music and part singing. Recitals by the music pupils in all departments accustom them to public performance.

A theory course in *Music* includes appreciation and history, harmony and ear training, and the technical study of instrument and voice. This elective may be chosen in either the College Preparatory or the General Course.

Speech and Dramatics. Careful attention is given to *Spoken English*. The purpose of the fundamental course is to develop a good speaking voice, to improve speech, and to correct any defects in diction, as well as to establish ease and poise in speaking before a group. Instruction is given in public reading and acting, and principles of dramatic interpretation are applied to various forms of literature. Four or five plays are produced by the students each year under the direction of a trained and experienced instructor.

Typewriting. Elementary instruction is offered in typing for those who wish to learn to type their own papers in school and college.

Home-making. Two courses in *Home-making* are offered in alternate years. One course includes cookery, dietetics, and home-management; the other, sewing and home-furnishing. In both courses the emphasis is upon the co-ordination of the aesthetic and the practical. In home-management the students learn how to keep an orderly house; how to schedule work so that it may proceed with pleasant rhythm; how to maintain sanitary conditions throughout the house; how to select and care for house-furnishings and equipment; how to buy, and how to balance household budgets.

In the courses in cookery and dietetics the students learn how to plan and prepare appetizing meals that are nutritionally sound. They learn how to serve meals simply, but in good taste.

The course in sewing teaches the students to sew through the making of simple garments. They are aided in the art of dressing well by the study of the selection of clothing and the care of clothes.

A distinctive part of the work is the study of home-furnishings. In this the emphasis is on furnishing rooms intelligently, with subtlety of line and design rather than with the faddishness of passing fashions. Period furnishings are studied so that the student may have some background upon which to base her judgment in the selection of modern or antique furnishings. Practical projects are given the class in order that each student may demonstrate the principles which she has learned.

Ordinarily, girls in the College Preparatory Department do not have time to take the *Home-making* course.

Physical Education. Instruction in individual and team sports is given by experienced and thoroughly trained instructors, and the establishment of good health habits is considered one of the most important elements in the education offered by the school.

Constant supervision by the trained nurses and the Physical Education teachers, as well as by the Corridor teachers, aid in maintaining the excellent health record of the school.

At the beginning of the year, each girl is given a thorough medical and physical examination and any irregularities which may be found are followed up by the physical director and by the school nurses and special work is planned to suit the individual needs. Unless in the opinion of a physician it is unwise for her to do so, each student is required to take regular work in physical education. Those students who are found to have poor posture are given individual corrective work, and marked improvement is made.

Requirements for Graduation

THE COLLEGE PREPARATORY COURSE meets the requirements of the leading colleges for women. It prepares students for entrance, either by certification or examination, to all colleges for women, coeducational colleges, and universities.

The College Preparatory diploma of the Academy is given to those who have attained such quality in their college preparatory work that the school feels warranted in recommending them to the college of their choice.

Ordinarily sixteen units are required for entrance to college. A point, or unit, is given for a full year's study in one of the prescribed college preparatory subjects. Four units in English, five in languages (including two of one language and three of another), two or three of mathematics, one of science, and one of history are generally prescribed. Latin is strongly advised though

not required. Additional units may be attained in languages, history, science, mathematics, music, or art.

In the GENERAL COURSE the diploma of the school is given for the satisfactory completion of sixteen units of work. These units usually include English in each year of the course; at least two years of a modern language; two years of history; one of science; one of mathematics; and at least two of art, music, or home-making. The other units may be made up by electives.

THE DAILY SCHEDULE

BREAKFAST	7:15
<i>(Saturdays 8:00 a.m. Sundays 9:00 a.m.)</i>	
CHAPEL	8:05
CLASSES	8:25-10:31
TIFFIN	10:31-10:43
CLASSES	10:43-12:49
LUNCHEON	1:00
REST PERIOD	1:45-2:15
RECREATION AND PHYSICAL EDUCATION .	2:15-4:15
STUDY HOUR	4:40-6:10
DINNER	6:20
STUDY HOUR	7:15-9:00
LIGHTS OUT: <i>five nights a week</i>	9:30



ONE OF ABBOT'S SIX TENNIS COURTS

General Information

THERE is no school uniform. The students are expected to dress simply and appropriately for all occasions. One simple white uniform dress is required, and a uniform sports outfit. All articles of clothing should be marked with the owner's full name.

The students' rooms are furnished with couch beds and one pair of blankets, dressers, desks, and desk chairs. Rugs, curtains, an arm chair, lamps, and linen are provided by the students. The laundering of sheets, pillow cases, towels, and napkins is provided without extra charge.

Parents are requested to cooperate with the school in having their daughters arrive promptly at the beginning of each term and remain until the official closing hour.

The dormitories are not open for occupancy until the opening date announced in the catalogue.

As preference in selection of rooms is given in order of registration, early application is desirable. The date of the receipt of the application blank with the deposit fee of twenty-five dollars will be considered the date of registration. If the applicant is not accepted, the fee will be refunded. If she is accepted, the deposit fee will be applied to the second term bill. Further details of general information will be found in the leaflet which is sent to every accepted student.

Andover is on the Boston and Maine Railroad, about one-half an hour from the North Station, Boston. It is twenty-three miles northwest of Boston, on Route 28.

The hotel recommended in Andover is The Andover Inn.

Information about *tuition* and other *expenses* will be found in the supplement to the catalogue. This supplement contains also the names of the faculty, the register of students, and the school calendar for the current year.



THE REBEKAH N. CHICKERING LEISURE READING ROOM

Alumnae Association

THE purpose of the Abbot Alumnae Association, which now numbers some three thousand living members, is to advance the interests of the school and to keep its graduates in touch with it and with one another. An executive secretary is employed for the keeping of the archives and files, for editing the *Alumnae Bulletin*, and for carrying on the necessary correspondence. Since the Academy was one of the first incorporated schools for girls, its early history is now of general interest in the history of education and of the country. The publications, pictures, clippings, and files of correspondence provide a library of valuable Americana.

The loyalty of the former students of the school is remarkably evidenced by the funds that have been raised by them during the life of the school. In 1929, the hundredth anniversary of the founding of the Academy, the alumnae made a gift of \$169,000, which combined with other funds has created an endowment of approximately \$750,000. A portion of this is restricted for scholarship purposes. More recently the Second Century Fund, through the efforts of alumnae and friends, provided approximately \$140,000 for the improvements and additions to the buildings which have been made in the last few years. Furthermore, the annual Alumnae Gift provides the school with about \$4500 yearly. This sum, in addition to income from a portion of the endowment, is awarded each year in scholarships of varying amounts to applicants who meet the requirements. Inquiry about scholarships is invited from parents who think their daughters might qualify on the basis of merit as well as of financial need.

Graduates of the school are to be found in nearly every country in the world. Abbot Alumnae Clubs have been organized in Boston, New York City, Detroit, Chicago, Pittsburgh, Philadelphia, Central Ohio, Cleveland, Connecticut, Southern Massachusetts, and in Western and Eastern Maine.

ABBOT ACADEMY

FOUNDED 1829



SUPPLEMENT

to

CATALOGUE

for

1954-1955



ANDOVER • MASSACHUSETTS

FACULTY

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A.B. Vassar College

RUTH CRUPPER REEVES (MRS.) *Administrative Assistant*
A.B. Hollins College

ANN HORNOR ENGLISH
A.B. Vassar College; M.A. Radcliffe College

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A.B. University of Wisconsin; M.A. University of Hawaii

INGRID AGENETE WULFF ENGLISH
A.B. London University; Graduate Study, University of Zürich and State University of Colorado

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A.B. William Smith College; M.A. Smith College

ELIZABETH MILLER PRATT *Administrative Assistant, HISTORY*
A.B. Smith; M.A. Columbia

GERMAINE AROSA FRENCH
Prix d'excellence de diction et de comédie, Paris; Middlebury College School of French

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B. ès L. Université de Rennes, France; A.B. Dumferline High School, Scotland; M.A. Edinburgh University, Scotland

ADELE D. BOCKSTEDT FRENCH
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A.B. New Jersey College for Women

MILDRED ALATHEA HATCH *Secretarial Assistant, LATIN*
A.B. Boston University; Graduate Study at Boston University

HARRIET E. MCKEE HISTORY, LATIN
A.B. Vassar College; M.A. Columbia University

GERDA RUTH KAATZ *Secretarial Assistant, GENERAL LANGUAGE, SPANISH*
A.B. University of Kansas City; M.A. State University of Illinois; Ph.D. State University of Iowa

CAROLYN GOODWIN MATHEMATICS
A.B., M.A. Smith College

ISABEL MAXWELL HANCOCK MATHEMATICS
A.B. Hollins College; M.A. in Teaching, Radcliffe College

MARJORIE FAUNCE STEVENS (MRS. MERVIN E.) MATHEMATICS
A.B. Boston University

ELEANOR MORIN TUCKER CHEMISTRY, MATHEMATICS
A.B., M.A. Smith College

- LOUISE LORING COFFIN BIOLOGY, PHYSICS
*A.B. Radcliffe College; Graduate Study at the University of North Carolina,
 Harvard University*
- MARY ELAINE DODGE HOUSEHOLD SCIENCE
A.B. Mount Allison University; B.H.S. McGill University
- HOWARD A. COON HISTORY OF ART, ART
Rhode Island School of Design
- HANS SIDON BIBLE
*A.B., B.D., University of Dubuque; Ph.D. Graduate School, Southern Baptist
 Theological Seminary*
- RAYMOND H. COON ORGAN, PIANOFORTE, THEORY OF MUSIC
New England Conservatory of Music; Studied with Heinrich Gebhard, Boston
- KATE FRISKIN CHORAL MUSIC, PIANOFORTE
*Studied at Glasgow Athenaeum, and with Sophie Weisse, D. F. Tovey, and
 Tobias Matthay*
- GERTRUDE TINGLEY SINGING
*Studied with Mme. Poulva Frijsh, Percy Rector Stephens, Isidore Luckstone;
 Solo appearance with the Boston Symphony Orchestra*
- LOLA MONBLEAU (MRS. CHARLES) SINGING
*Jackson College; Julius Hart School of Music, Hartford, Connecticut;
 Studied with Rhea Massicotte*
- JESSIE PITKIN HIGGINS (MRS. ROGER W.) Accompanist
- EMILY HALE DRAMATIC INTERPRETATION, SPOKEN ENGLISH
*Special Speech and Drama, Leland Powers School, Boston; Cornish School, Seattle;
 Speech Institute, London; University of Wisconsin Summer School*
- CATHERINE JANE SULLIVAN Alumnae Secretary, REMEDIAL READING
A.B. Wheaton College; Ed.M. Boston University; Graduate Study at Harvard University
- DOROTHY Y. JUDD PHYSICAL EDUCATION
B.S. William and Mary College; M.A. Columbia University
- VIRGINIA PEDDLE PHYSICAL EDUCATION
B.S. Bowd-Boston School of Physical Education
- SHIRLEY RITCHIE PHYSICAL EDUCATION
B.S. New Jersey State Teachers College, Trenton, New Jersey
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Hartford Hospital of Nursing; Post Graduate Work in Pediatrics, Johns Hopkins Hospital
- WILLIAM G. THOMPSON, M.D. School Doctor
B.Ch.E. Massachusetts Institute of Technology; Harvard Medical School

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MARION M. COLE (MRS. ARTHUR L.)	<i>Secretary in Alumnae Office</i>
RITA ASHWORTH (MRS. WILLIAM, JR.)	<i>Bookkeeper</i>
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MARION A. CROZIER	<i>Office Assistant</i> <i>A.B. Smith College; M.A. Teachers College, Columbia University</i>
ALICE BLAKE	<i>Office Assistant</i>



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LECTURES AND CONCERTS

September, 1953 to June, 1954

- | | |
|--|---|
| Bernard Whitman, Magician
<i>"An Evening of Oriental Magic"</i> | Count Byron de Prorok
<i>Illustrated Lecture — "Lost Worlds"</i> |
| William Stockdale and "Taj Mahal"
<i>Illustrated Lecture — "Across America Afoot"</i> | Cornelia Otis Skinner (at Phillips Academy)
<i>Monologues</i> |
| Earle Spicer, Baritone
<i>Ballads</i> | Julien Bryan
<i>Lecture and Documentary Films</i> |
| Boris Goldovsky's Opera Theatre (at Phillips Academy)
<i>The Merry Masquerade</i> | Paul Engle
<i>Poetry Lecture</i> |
| Frank Wendell Rounds
<i>Lecture on Russia</i> | Play with Brooks School |
| James Coletta
<i>Lecture — "Adventure was my Password"</i> | Abbot Academy — Phillips Exeter Academy Glée Clubs
<i>Joint Concert and Dance</i> |
| Kate Friskin
<i>Pianoforte Recital</i> | Kate Friskin, Piano; Einar Hansen, Violin; Jacobus Langendon, Cello
<i>Concert</i> |
| Joe Callaway
<i>Dramatic Reading — "Play Parade"</i> | Barbara Warren Shure
<i>Lecture and Dramatic Reading — "The Current Theatre"</i> |
| Luboshutz and Nemenoff (at Phillips Academy)
<i>Piano Concert</i> | Operetta with Phillips Academy
<i>The Mikado</i> |
| Vera Micheles Dean
<i>Lecture on Foreign Affairs</i> | Irene Hawthorne
<i>Program of Dances</i> |

Events attended in Boston

- | | |
|---|---|
| Boston Symphony Orchestra
<i>Series of five Concerts</i> | Sadler's Wells Ballet
<i>John Brown's Body</i> |
|---|---|

SUNDAY EVENING SPEAKERS

September, 1953 to June, 1954

- | | |
|--|--|
| Raymond Calkins, D.D.
<i>Pastor Emeritus, First Church in Cambridge</i> | Albert B. Coe, D.D.
<i>President of the Massachusetts Congregational Conference</i> |
| Hans Sidon, Ph.D.
<i>Christ Presbyterian Church, Lawrence</i> | Frederick M. Meek, D.D.
<i>Old South Church, Boston</i> |
| Wilfred Bunker
<i>Community Church, Durham, New Hampshire</i> | Eddy Asirvatham, D.D.
<i>Nagpur University, India</i> |
| Roy L. Minich, D.D.
<i>First Church in Malden</i> | John A. Wallace
<i>First Church, Springfield</i> |
| Allen W. Clark
<i>Calvary Church, Danvers</i> | C. John L. Bates
<i>First Presbyterian Church, Greenwich</i> |
| A. Graham Baldwin, D.D.
<i>School Minister, Phillips Academy</i> | Paul Harmon Chapman
<i>All Souls Church, Greenfield</i> |
| Palfrey Perkins, D.D.
<i>King's Chapel, Boston</i> | Sidney Lovett, D.D.
<i>Chaplain, Yale University</i> |

COMMENCEMENT SPEAKERS

1954

- | | |
|--|---|
| <i>Baccalaureate Sermon</i> | <i>Commencement Address</i> |
| ERDMAN HARRIS, Th.D.
<i>Headmaster Emeritus, Shady Side Academy</i> | THEODORE PARKER FERRIS, D.D.
<i>Rector, Trinity Church, Boston</i> |

ABBOT ACADEMY ROSTER

1953-1954

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Wakefield, Massachusetts

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Andover, Massachusetts

SUSAN BRADLEY
Corning, New York

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Methuen, Massachusetts

GRACE CALLAHAN
Gloucester, Massachusetts

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Balboa, Canal Zone

LESLIE CARROLL
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MARY LEE CARTER
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MARTHA CLAIRE CLARK
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ANN CLEVELAND
Andover, Massachusetts

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Marblehead Neck, Massachusetts

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Lawrence, Massachusetts

CAROLE CURTIS COX
New Hartford, New York

CELIA LAND CURRY
New York, New York

DIAN DANE
Miami Beach, Florida

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Providence, Rhode Island

SUSAN SALISBURY DAVIS
Meadville, Pennsylvania

LOUISE MORGAN DAY
Devon, Pennsylvania

LOUISE-MARIE DE CHOLNOKY
Greenwich, Connecticut

NANCY JANE DONNELLY
Greenwich, Connecticut

JEAN DONOVAN
Norwell, Massachusetts

NANCY LYNN DOWLIN
Canton, Ohio

MARY LOUISE DUFFY
North Andover, Massachusetts

HELENE KEMPTON DUNN
Stamford, Connecticut

MARY WOOD EARTHART
Ann Arbor, Michigan

*Left October 14, 1953

KATHLEEN JOAN EARTHROWL
Rye Beach, New Hampshire

NANCY ELIZABETH EASTHAM
Andover, Massachusetts

MARY ELISABETH EASTMAN
Woodstock, Vermont

ELEANOR MARIE EASTON
Andover, Massachusetts

ELIZABETH EMMET EDMONDS
Andover, Massachusetts

ELLEN TEMPLE EDMONDS
Andover, Massachusetts

BETSY BYRON ELLIOTT
Pelham Manor, New York

PATRICIA EMERY
Sanford, Maine

MARILYN JUNE EMSLEY
Andover, Massachusetts

JANE ANNE ENGLISH
Hamden, Connecticut

PHOEBE BECKNER ESTES
Lexington, Kentucky

ELAINE EXERJIAN
Roslyn, New York

MARY ANNE FAGGIANO
Andover, Massachusetts

DIANA FENN
Bath, Maine

FRANCINE FENN
Dorset, Vermont

DOROTHY ELLEN FLEMING
Lawrence, Massachusetts

JOLYNE HAFFNER FOURNIER
Lawrence, Massachusetts

SUZANNE ELLEN FRASER
North Andover, Massachusetts

NANCY ROSE FRIEL
Andover, Massachusetts

MARAOARETTA McCORMICK FURST
Williamsport, Pennsylvania

CAROLYN MARSHALL GAINES
Fairfield, Connecticut

MIRIAM GANEM
Swampscott, Massachusetts

HELEN CAMPBELL GARDNER
Sewickley, Pennsylvania

LUCY REED GARRETSON
Novelty, Ohio

LORRAINE MARIE GIBBS
Marion, Massachusetts

JOAN HAMILTON GLIDDEN
Andover, Massachusetts

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Manchester, New Hampshire

ANNE GRAMKOW
Wellesley, Massachusetts

BEVERLY GRAMKOW
Wellesley, Massachusetts

DEBORAH HALL GREEN
Darien, Connecticut

DIANA HALLOWELL
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Sewickley, Pennsylvania

MARGARET HENDERSON HOLBROOK
Bedford, New York

MARY ANN HOLDEN
Portland, Maine

DEBORAH HUCKINS
Peterborough, New Hampshire

ANN MORTON HUNT
Nashua, New Hampshire

GAIL McCORMICK HUSTED
Baltimore, Maryland

LINDSAY WILSON JOHNSON
Bayhead, New Jersey

*Entered January 31, 1953

- MARGARET PHILLIPS JOHNSON
Orlando, Florida
- *NANCY LEE JOHNSON
Winthrop, Massachusetts
- WINIFRED ELIZABETH JOHNSON
Orlando, Florida
- LINDA ELOUISE JONES
South Bend, Indiana
- SARAH LOVELL JONES
Newton, Connecticut
- GRETCHEN ABIGAIL JORDAN
Stroudsburg, Pennsylvania
- GRETCHEN LYNN KASE
Wenham, Massachusetts
- SUSAN WHEELER KAUER
Fairfield, Connecticut
- KAREN MAE KEATING
Woburn, Massachusetts
- CAROL ELEANOR KELTON
Westport, Connecticut
- CECILY THOMSON KEMPER
Andover, Massachusetts
- JANE KENT
Exeter, New Hampshire
- SUZANNE ELIZABETH KENT
Binghamton, New York
- RACHEL REVERE KIMBALL
Andover, Massachusetts
- ANNE KITTREDGE
North Andover, Massachusetts
- CYNTHIA ATKINSON KNOX
Princeton, New Jersey
- JOAN STAFFORD LAMPREY
Andover, Massachusetts
- SUZANNE LARTER
Dunstable, Massachusetts
- ALICE AMY LAWRENCE
Farmington, Connecticut
- SANDRA JANE LIBERTY
Farmington, New Hampshire
- LUCY ROWLAND LIPPARD
Hamden, Connecticut
- KATHARINE JANE LLOYD
Andover, Massachusetts
- MARY GALLATIN LUDLOW
New Canaan, Connecticut
- MOLLIE BENNETT LUPE
San Antonio, Texas
- CLARA CHRISTINE MAYNARD
Andover, Massachusetts
- SUSAN ELLEN MCGUIRE
New London, Connecticut
- VIRGINIA PACKER McMARTIN
New York, New York
- JUDITH NAOMI MEDWED
Newtonville, Massachusetts
- JANE GRISWOLD MILLER
New York, New York
- MARY SOPHIA MINARD
Andover, Massachusetts
- HARRIET MOORE
St. Clair, Michigan
- MARGARET ELIZABETH MOORE
St. Clair, Michigan
- MARJORIE RAWLS MOORE
New Britain, Connecticut
- JULIANA MORELLI
Wakefield, Massachusetts
- LUCY HAYES MORLEY
Manchester, Massachusetts
- JANE STEVENSON MUNRO
Newton Centre, Massachusetts
- MARY VIRGINIA MUNROE
Dayton, Ohio
- DORIS IRENE NIEMAND
Douglaston, L. I., New York
- FRANCES DEAN NOLDE
Reading, Pennsylvania
- ANN MERRILL NORWOOD
North Andover, Massachusetts
- SUZANNE NOYES
Weston, Connecticut
- MARIS OAMER
Rockport, Massachusetts
- MARGARET GRANT OLIVER
New Canaan, Connecticut
- KAREN ELIZABETH OLSON
South Bend, Indiana
- ELISABETH ANNE OPPMANN
Wheeling, West Virginia
- MARJORIE HALL ORR
Concord, New Hampshire

*Entered October 17, 1953

- ELIZABETH H. PARKER
Denver, Colorado
- LESLIA AUGUSTA PELTON
New Britain, Connecticut
- JOAN PLOWDEN
New York, New York
- PENELOPE JANE POST
Pleasantville, New York
- PAULA ELAINE PRIAL
Fall River, Massachusetts
- JUDITH ANN PRIOR
Plainville, Connecticut
- DESSIE JEAN LA FUZE REYNOLDS
Jacksonville, North Carolina
- JANET L. B. RICHARDSON
Waverly, Pennsylvania
- SUSAN LEE RICHMOND
Andover, Massachusetts
- MARGARET MARSH ROTH
Sewickley, Pennsylvania
- MARGARET ROTHWELL
Nonquit, Massachusetts
- NANCY MAE RUHLIN
Hampden Highlands, Maine
- ELEANOR RULON-MILLER
Gladwyne, Pennsylvania
- CORNELIA REDINGTON ST. JOHN
Greenwich, Connecticut
- NATHALIE SALTONSTALL
North Andover, Massachusetts
- PATRICIA FLAGG SANBORN
Andover, Massachusetts
- GRETCHEN VICKY SCHWAB
Rye, New York
- ANN HAERLE SHERMAN
Andover, Massachusetts
- PATRICIA KIRK SINGER
South Bend, Indiana
- JEANNE MORTON SKILLIN
New Britain, Connecticut
- PATRICIA BLAKE SKILLIN
New Britain, Connecticut
- NATALIE ELLEN SMISSAERT
New Canaan, Connecticut
- NANCY-JEAN GRIER SMITH
Andover, Massachusetts
- NANCY SARGENT SMITH
Westford, Massachusetts
- ELIZABETH SOMMER
Rockford, Illinois
- DIANE ELAINE SOROTA
Andover, Massachusetts
- MARY ANN SPURGEON
Newton, New Jersey
- LOUISE STEPHENSON
Rosemont, Pennsylvania
- MARY LOUISE STIEGLER
Andover, Massachusetts
- KATHERINE STIRLING
Andover, Massachusetts
- *CAROL CARTER STRATON
Warwick, New York
- SARAH MALANE SULLIVAN
Reading, Pennsylvania
- JANE LEA SWEETSIR
Merrimac, Massachusetts
- NANCY SWIFT
Andover, Massachusetts
- AUDREY MARIE SYNNOTT
Stamford, Connecticut
- JANE STEWART TATMAN
Connersville, Indiana
- SYLVIA LOUISE THAYER
Farmington, New Hampshire
- GAIL ELIZABETH TITCOMB
Andover, Massachusetts
- ANNE BORDEN TRIPP
Adamsville, Rhode Island
- GAIL PENNIMAN TURNER
Fairfield, Connecticut
- ANNE TWOMBLY
North Andover, Massachusetts
- MARY POINIER WADSWORTH
St. Michaels, Maryland
- WINIFRED SYLVIA WARD
Port Chester, New York
- JUDITH WARREN
Keene, New Hampshire
- SARA PECK WATROUS
Woodbridge, Connecticut
- JACQUELINE WEI
Bronxville, New York

*Entered January 31, 1953

MARY HULBURD WEIR
Erie, Pennsylvania

ELLEN PRENTICE WELLES
Waverly, Pennsylvania

BARBARA BIGELOW WELLS
Newton Highlands, Massachusetts

RETHEL MAE WEST
Morrisville, Vermont

JOAN WHEELER
Newport, Rhode Island

SUSAN ADAMS WICKHAM
Jackson, Michigan

EDITH MORGAN WILLIAMSON
Chestertown, Maryland

LOUISE WOOLDREDGE
Marblehead, Massachusetts

ANNE WOOLVERTON
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MARY CHICHESTER WOOLVERTON
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MOLLY ANN YOUNG
Amsterdam, New York

MARY ANN YUDICKY
Amherst, New Hampshire

GEOGRAPHICAL DISTRIBUTION OF RESIDENT STUDENTS

1953-1954

Connecticut	30
Massachusetts	28
New York	25
Pennsylvania	14
New Hampshire	11
Indiana	6
Florida	5
Maine	4
Maryland	4
Michigan	4
New Jersey	3
Ohio	3
Rhode Island	3
Vermont	3
North Carolina	2

Alaska	}	One each
Canal Zone		
Colorado		
District of Columbia		
Georgia		
Illinois		
Kentucky		
Texas		
West Virginia		

FOREIGN COUNTRIES

Cuba	}	One each
Philippine Islands		

DAY PUPILS	39
BOARDERS	156

EXPENSES

The charge for boarding students is \$1,800 a year; for day students \$600 a year. The charge of \$1,800 for board and tuition includes also: the physical examination fee, the concert and lecture fee, laboratory fees, pew rent, and seven days' care in the infirmary unless the services of a special nurse are required.

The tuition fee of \$600 for day scholars includes the physical examination fee, lecture and concert fee, tiffin, and laboratory fees, but not luncheon.

CHARGES FOR PRIVATE LESSONS FOR THE SCHOOL YEAR

Piano, Violin, Organ, or Singing	Speech, one lesson a week	100.00	
Two half-hour lessons a week	\$250.00	Tutoring, per period	2.00
One half-hour lesson a week	125.00		

Payments are due as follows: Boarding Students, \$25 at the time of registration, for reservation of place; \$975 in September, at the time of entrance; \$800 at the beginning of the second semester. Day Students, \$25 at the time of registration, \$300 in September, at the time of entrance, and \$275 at the beginning of the second semester.

The fee of \$25 for the reservation of a place is forfeited if the application is withdrawn.

Charges for private lessons, and other personal expenses such as books and stationery, tutoring, and special chaperoning, are payable at the end of each semester.

The engagement is made for the entire year, or for that part of it remaining after entrance, and no deduction is made for late entrance, absence, or removal before the close of the school year.

A deposit of at least \$75 for spending money, — for payment of student organization dues, for charitable purposes, for travel when taking a week-end, for Saturday leaves, for plays and concerts in Boston (cost of Symphony trips is put on term bills) should be made with the financial secretary in each boarding student's name when school opens. The weekly allowance is also drawn from this account by the student, in accordance with instructions from the parents.

CALENDAR

1954-1955

Tuesday, September 21

Arrival and Registration of New Resident Students before 6 p.m.

Wednesday, September 22

Registration of Re-entering Resident Students before 6 p.m.

Registration of all Day Students, 10 a.m.

Thursday, November 25

Thanksgiving Day

(Friday and Saturday following Thanksgiving are both school days.)

Tuesday, December 14, to Tuesday, January 4, 1955

Christmas Vacation

Tuesday, March 22, to Tuesday, April 5

Spring Vacation

Monday, June 6

Commencement

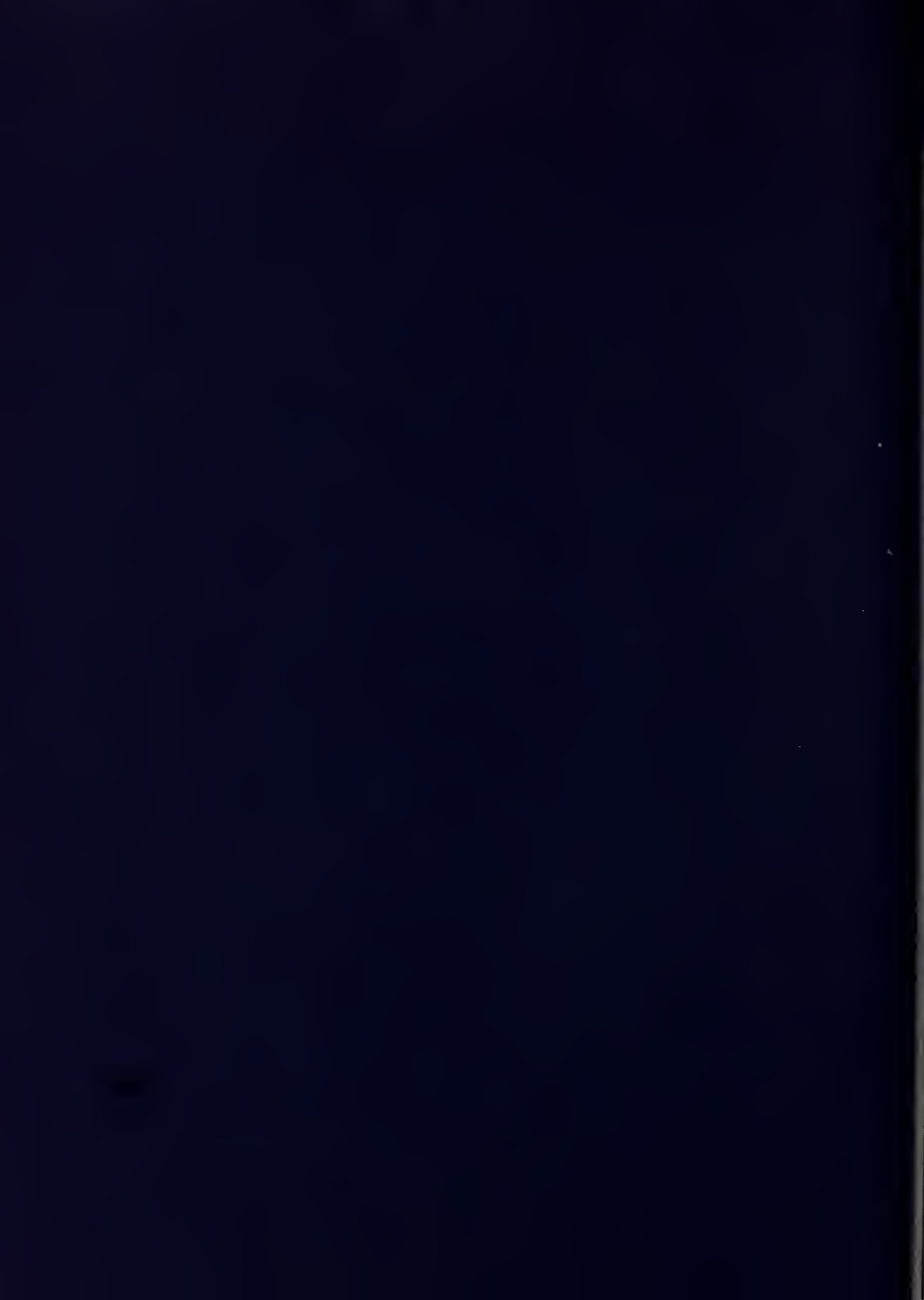
Tuesday, September 20, 1955

Opening of School

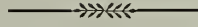
Occasionally some change in the school calendar is necessary. If this occurs, parents will be notified well in advance.

December, 1953

ABBOT ACADEMY
ANDOVER • MASSACHUSETTS



ABBOT ACADEMY



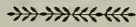


MERRILL MEMORIAL GATE AND DRAPER HALL

ABBOT ACADEMY

*The first incorporated school for girls
in New England*

FOUNDED 1829



ANDOVER • MASSACHUSETTS



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STODDARD MORE STEVENS, A.B., LL.B.

Short Hills, New Jersey

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Cambridge

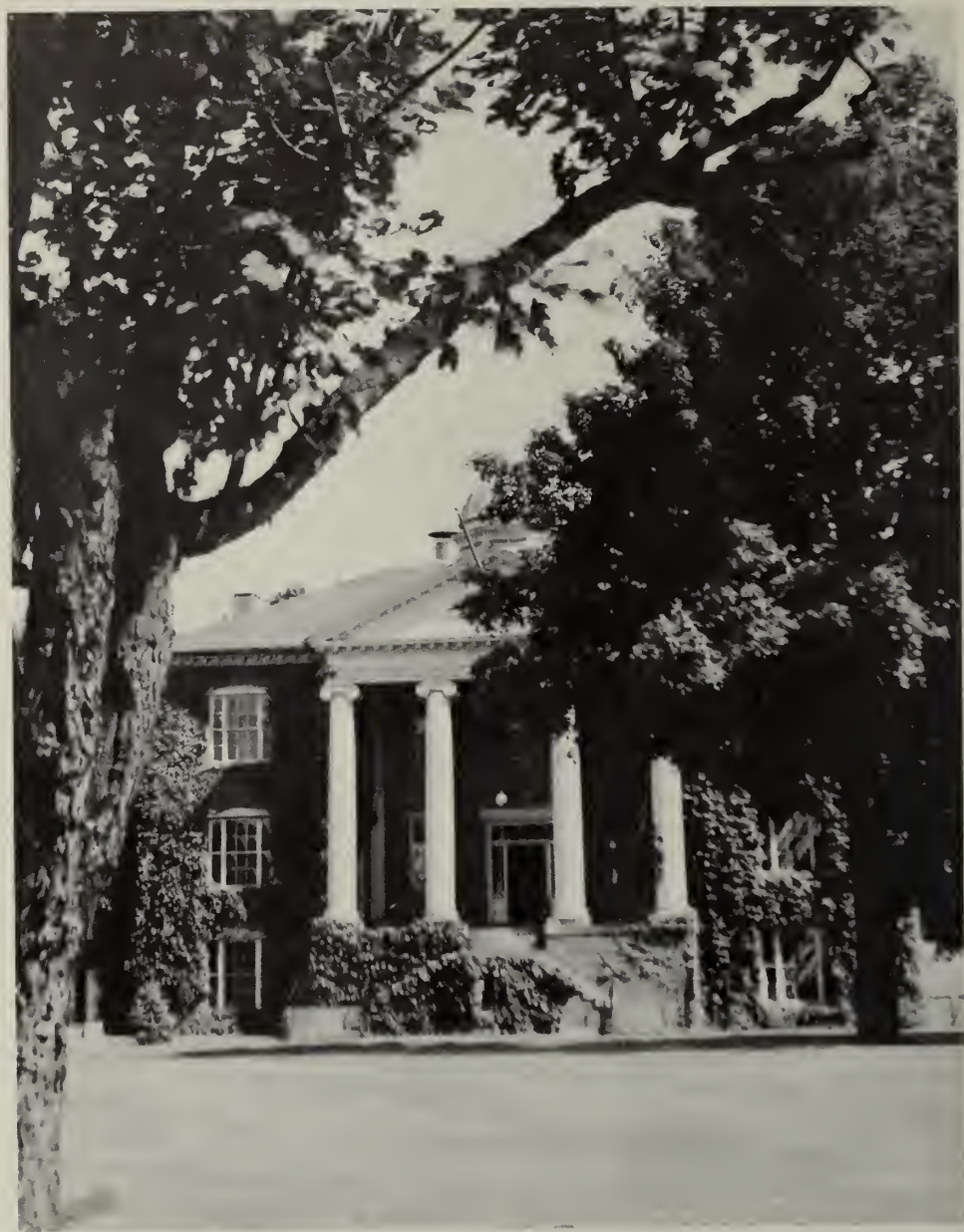
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ABBOT HALL

ABBOT ACADEMY

ABBOT ACADEMY, the first incorporated school for girls in New England, was founded in 1829. Abbot Hall, the original building, of charming Bullfinch design, with its historic chapel, is still in use. In addition to Abbot Hall the school today occupies several other large, well-equipped brick buildings, and has a beautiful campus of lawns, woods, and playing fields, covering over twenty-five acres and including a small pond for skating and canoeing.

In the quaint phraseology of the Constitution of the Academy, drawn up in 1829, the "primary objects" of the school are described as follows: "to regulate the tempers, to improve the taste, to discipline and enlarge the minds, and to form the morals of the youth who may be members of it; . . . Solid acquirements shall always have precedence of those which are merely showy, and the useful of those which are merely ornamental.

"Trusting to the All-wise and Beneficent Disposer of events to favor this our humble attempt to advance the cause of human happiness, we humbly commit it to his patronage and blessing."

In its more than a century of history Abbot has tried to remain true to the spirit of these objects. Through the training given here young women have been prepared to lead useful lives; they have become firm and self-reliant in character; and they have attained disciplined and tolerant minds.

It is the belief of the school today that these attainments, though they may be sought for by new methods and under different conditions, are still as indispensable as they have ever been.

Location and Surroundings

ANDOVER was among the first New England settlements. Years of dignified and gracious living are reflected in the beautiful, spacious Georgian houses which are found on the wide, elm-shaded streets. With the establishment of Phillips Academy during the Revolutionary War, Andover became one of the earliest educational centers of the country; later, the Andover Theological Seminary and

Abbot Academy were founded. All of these schools attracted to the town men and women who cared for culture and education.

Even for picturesque New England, the location is singularly pleasant. From Andover Hill one looks out over the Merrimack Valley to Monadnock and Wachusett mountains. The rolling hills on every hand hold in their hollows charming lakes. The North Shore is within twenty miles to the east, and the mountains of New Hampshire and Vermont are not far distant to the north. Andover is but a little more than twenty miles from Boston, where plays, concerts, and lectures are easily accessible. Many of the most distinguished artists, however, come to Andover and there is ample opportunity for the enrichment that music, art exhibits, and lectures may provide.

Equipment

DRAPER HALL, the main building, is named in honor of Warren Draper, for many years a generous friend of the school. It contains the administrative offices and other public rooms, the library, and dining room, and it is also the dormitory for the two upper classes. The students' rooms, some single, some double, and some suites of a bedroom and study for two girls, are unusually large and attractive. The building is of brick and is provided with a complete sprinkler system and fireproof stairways.

On the ground floor a spacious library accommodates adequately the school's collection of books — some twelve thousand volumes. The main reading room is over one hundred feet long and forty feet wide, and there is in addition a home-like leisure reading room. Thus there is ample provision for study and for cultivation of the enjoyment of reading. Also on the ground floor is the school dining room, a charming Colonial room of fine proportions. These rooms were built in 1941, at which time the building as a whole was extensively remodeled. The renovation was made possible by gifts from alumnae and friends of the school who contributed to the Abbot Second Century Fund, which began in 1938. The main section of the library is a memorial to Emily Adams Means, Principal of the Academy from 1898 to 1911; the leisure reading room is a memorial to Rebekah Monroe Chickering, teacher of English from 1898 to 1937 and the dining room is a memorial to Bertha M. Bailey, Principal from 1912 to 1935.

Abbot Hall, named in honor of Madam Sarah Abbot, whose generous gift made its construction possible, was the original school building. It contains a beautiful, old room, now known as the Chapel, an observatory, with a five-inch Alvan Clark telescope, and laboratories well-equipped for the teaching of chemistry, physics, biology, and household science.

McKeen Hall, built through gifts of alumnae and friends in memory of Miss Philena McKeen, Principal of Abbot for thirty-three years, and of her sister, Miss Phebe McKeen, is the main recitation building of the school. It contains, in addition to classrooms and study rooms, a gymnasium and auditorium, the gift of Mr. George G. Davis in memory of his father, the Honorable George L. Davis. The hall contains an excellent pipe organ, the gift of Mrs. Dorothy Davis Rimmer.

The John-Esther Art Gallery, with its valuable collection of paintings and bronzes, was given by a former student. Various interesting exhibits are shown here during the year. Besides the gallery, the building contains two large studios which are used for work in voice and violin.

The Antoinette Hall Taylor Infirmary was constructed through gifts of friends of the school and endowed by Mrs. John Phelps Taylor of Andover, in memory of her parents, Mr. and Mrs. Walter Fern Hall. The infirmary is a commodious brick building attractively and thoroughly equipped for its purpose. Two experienced graduate nurses are in attendance throughout the school year.

Abbey House, erected in 1939 through the generosity of Mrs. Emily F. Abbey Gill, is the residence for the youngest girls. The building, which is of brick and thoroughly fire-proof, is home-like and attractive. Here the younger girls, away from home for the first time, are helped in every way to make a happy and successful introduction to boarding school life. They are carefully guided in the cultivation of order, neatness, punctuality, and good study habits.

Homestead and *Sherman* are two smaller houses used as residences for girls in the tenth grade.



THE MCKEAN BUILDING — CLASSROOMS AND AUDITORIUM

Extracurricular Activities

It is the purpose of Abbot to create a happy and natural social environment. Only those regulations are stipulated which seem necessary for the well-being of the largest number, and only those restrictions are imposed which experience has shown lead to the best development of the individual. A noteworthy spirit of loyalty and honor characterizes the student body, and this spirit is depended upon primarily for the maintaining of the high morale of the school.

Saturday is the school holiday. It is used in various ways depending upon the interests of the girls. Horseback riding, tennis, or canoeing in the fall and spring, skating and skiing in the winter, and walks and picnics at all seasons, provide delightful opportunities for recreation in the beautiful country surrounding the school. On several Saturdays during the year girls may go to Boston for the day, and groups from the school frequently go to a play, concert, or exhibit in Boston. Occasionally a sight-seeing trip to historic nearby towns is planned — to Concord and Lexington, or Salem and Marblehead. During the fall the girls may attend the football games at Phillips Academy.

On Saturday evenings there is nearly always some entertainment at the school — a concert, a play, a lecture, a dramatic reading — either by members of the faculty or by some distinguished artist. The girls themselves present several musical recitals each year, and produce several plays.

While not sectarian, the school is definitely Christian. Simple religious exercises are held in the Chapel every school day morning. On Sunday mornings the students attend one of the town churches, or, occasionally, the services at the Phillips Chapel. On Sunday evenings a vesper service is held in the school Chapel, with some distinguished clergyman as the speaker. In the afternoon a Quiet Hour provides time for rest, letter writing, or reading, but those who prefer may go out for walks or play tennis, or go horseback riding. Callers, except parents, are not received ordinarily on Sundays.

On Saturday afternoons from four to six the boys from Phillips Academy may call, and there is informal dancing in the recreation room. Opportunity is

provided for girls who do not know any boys at Phillips to make acquaintances at these times.

Three week-end leaves from the school are permitted during the school year, and a number of Saturday leaves are permitted in each term. As an award for the highest rating in citizenship some extension of these leaves may be granted.

The school seeks in all matters to train its students to control their own lives wisely. A constant effort is made, therefore, to obtain their intelligent cooperation in the conduct of the school. In this, the School Government Association is most helpful. The Student Council is made up of the heads of the Senior class and of the Athletic and Christian Associations with representatives from the lower classes and from the day students. Through this Council, which works with the Principal and the faculty, the order, courtesy, and dignity of the daily life of the school are maintained.

The Abbot Christian Association has an important influence upon the life of the school. It welcomes new students and introduces them, plans entertainments and festivities, and promotes good fellowship. Through it, the greater part of the welfare work of the school is carried on. Interest is encouraged in educational work in this country and in other lands, and contributions are made to emergency and relief work. The devotional services of the Christian Association are planned and conducted by the students.

The Athletic Association is an important factor in the school. Every student becomes a member and has a voice in its administration. Its purpose is to further interest in athletic activities as a means of promoting the physical efficiency and good sportsmanship of the student body. Sports are organized and contests held. The school is divided into two clubs which compete in all sports. At the end of the year an award is given to the winning club.

Throughout the year, the physical education classes are conducted out-of-doors whenever possible. Tennis tournaments and contests in basketball, field hockey, track, lacrosse, archery, badminton, and baseball are held. In the winter skating and skiing are participated in by nearly every girl. Horseback riding and canoeing are offered in the fall and in the spring.

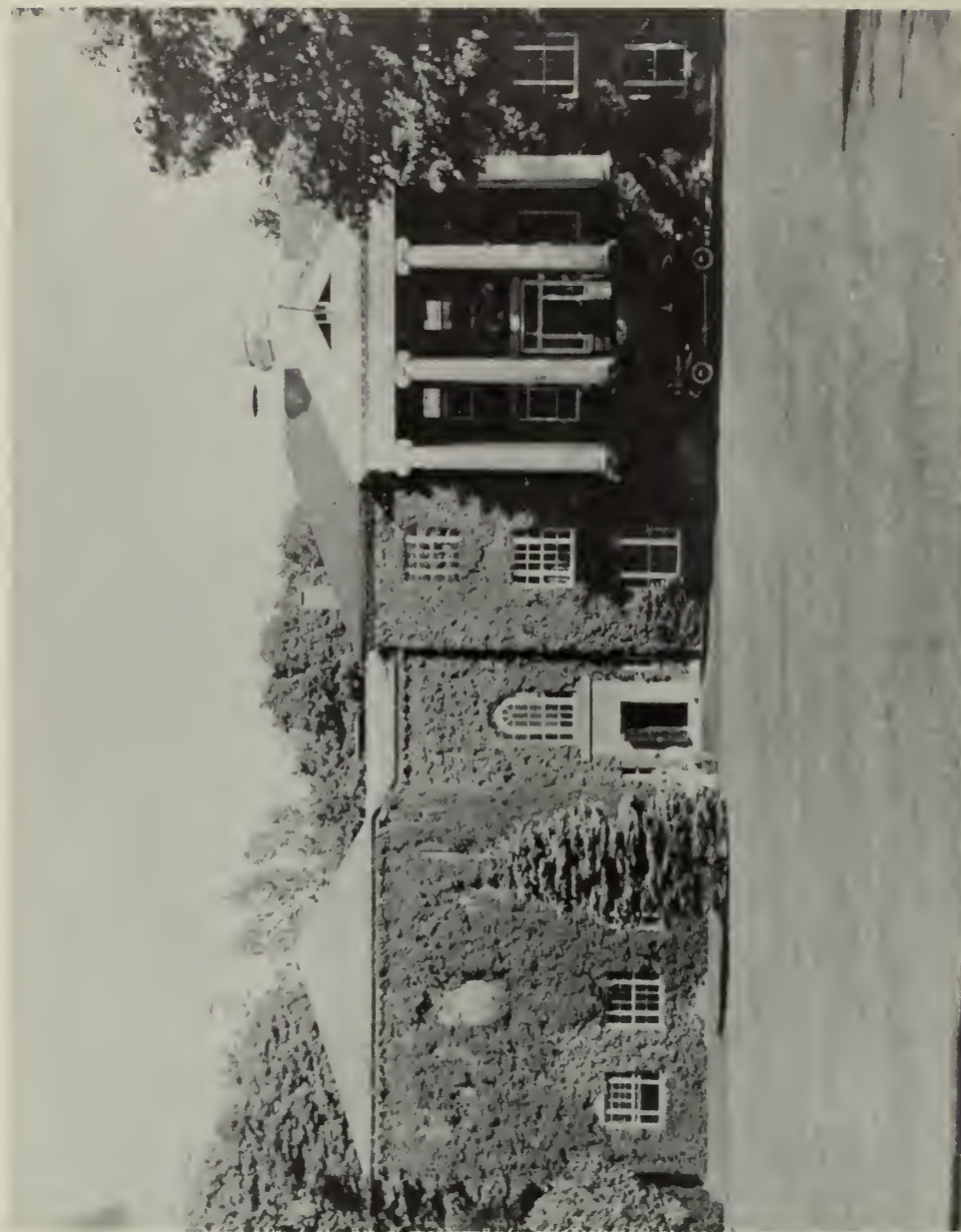
In addition to the Abbot Christian Association and the Abbot Athletic

Association, various other groups, formed on the basis of special interest and abilities, provide opportunity for self-expression and development. *The Abbot Dramatic Society* claims for its membership those students most interested in drama and best qualified to assist in the production of plays. *The Courant* and *The Circle* boards edit and direct the publication of a school magazine and the Senior year book.

The Fidelio Society and the *Choir* are choral groups which sing at special services and on other occasions, and at the Sunday evening vesper service.

The “*A*” *Society* includes all students who have attained noteworthy success in sports, and whose citizenship standing is high.

Elections are made in the Spring to the Abbot Chapter of the *Cum Laude Society*. This is an inter-school society which bears the same relation to secondary schools as that of Phi Beta Kappa to colleges. Membership depends, of course, on the quality of scholastic attainment.



ABBOT HALL AND JOHN ESTHER ART GALLERY

Admission and Courses of Study

PUPILS are selected for admission on the basis of the information called for in the application blank and in the school record blank. These blanks will be sent to interested parents on request, but a visit to the school or a personal interview is also recommended whenever practicable. Tests for the purpose of correct placement are given after students have been enrolled, and entering students are placed in the class for which they are qualified according to their previous school records and the supplementary evidence afforded by the tests.

There are four classes in the school: the *preparatory* class (ninth grade); the *junior* class (tenth grade); the *senior-middle* class (eleventh grade); and the *senior* class (twelfth grade). Abbot is primarily a college preparatory school, and each year Abbot girls enter such colleges as Wellesley, Vassar, Mount Holyoke, Smith and Radcliffe as well as universities and various smaller colleges. Approximately ninety per cent of the students take the *College Preparatory Course*, but there is also a *General Course*, for students who do not plan to go to a four year college. Students in the *General Course* study much the same subjects as do the others, but the passing grade in the *General Course* is lower than in the *College Preparatory Course*. In both courses the average schedule consists of four major subjects each year, and studies are assigned in accordance with the aptitudes as well as the needs of the students. In the *College Preparatory Course* the sequence of studies is designed to meet the entrance requirements of all the leading colleges for women.

In both courses classes which meet once a week are provided in speech, Bible, art, art appreciation, and music appreciation, and the program of each girl contains the selection from these subjects that meets her particular needs. In addition to her studies, every student participates in choral singing for at least one period a week, and takes a prescribed amount of physical training.

In all its work the school endeavors to give students an education which, in the given time, is an end in itself: through history and literature to inculcate a knowledge of the great thought and achievement of the past, which may help

in the development of an imaginative and philosophical view of life; through grammar, mathematics, and science, to discipline the mind in clear, logical processes of reasoning which will induce a realistic and effectual approach toward contemporary problems; through the arts to encourage a discriminating taste for beauty and an appreciation of the value of artistic achievement in all realms. This emphasis the school considers to be its primary obligation, but interest in current events and in contemporary problems and theories is also steadily encouraged.

The number of teachers in proportion to students is large, making possible small classes and frequent individual conferences. A quarterly statement of the standing of each student in her studies and conduct is sent to her parents or guardians.

Departments of Study

THE aim of all departments is to give the students a clear and workman-like understanding of the use of their language, both spoken and written, and to make them feel the need of living with good books. But in the *English* classes particular effort is made to develop in students the power to read accurately, to think clearly, and to express thought in simple, idiomatic English. There are frequent exercises in composition, but it is primarily through the study and discussion of literature that the department hopes to develop the enjoyment of reading and to promote the formation in the student of standards of taste and judgment which she will continue to develop in later life.

In *History*, three courses are offered: Ancient, English, and American History. In all of the history courses stress is laid on the social, economic, and cultural life of the people, in addition to the political and diplomatic history. The study of the text-book is supplemented by much collateral reading, with the use of primary as well as secondary sources.

In *Latin*, four levels of work are offered. The aim of the Latin department is to teach students to read Latin authors intelligently and with appreciation.

At the same time the values of Latin for an understanding of English and other modern languages receive constant emphasis in the study of derivatives and of word formation. Translation from Latin into careful and idiomatic English trains the pupils in logical thinking; it also cultivates discrimination in the choice of words, and helps to build up an English vocabulary that is rich and accurate.

In the courses in modern languages, the aim is to open widening horizons through first-hand contacts with a foreign tongue, to familiarize pupils with foreign countries and their culture, thus creating sympathetic understanding, and awakening a vital and lasting interest in the people whose language is being studied. The use of the foreign tongue in the classroom, and during the weeks at the French or Spanish tables, makes it a living means of expression for the student. Four years of French and three of Spanish are offered, as well as a year's course called *General Language*.

Courses are offered in *Biology*, *Chemistry*, and *Physics*. In all the sciences study is carried on by both classroom and laboratory methods. Well-equipped laboratories and a good science library offer excellent opportunities for the development of interest in either the physical or the biological sciences. In all of the teaching in science the aim is to develop in the student the ability to understand the laws of nature through materials used in the laboratory, and to develop initiative and self-reliance in inquiry and thought.

In *Mathematics* four levels of study are offered. The first course includes algebra and a brief introduction to geometry; the second is primarily a study of plane geometry; the third completes the study of elementary algebra and plane geometry, and includes numerical trigonometry; the fourth is a study of trigonometry, advanced algebra and a little solid geometry. In the teaching of mathematics, the aim is to develop in the student logical reasoning and accuracy of expression.

Several courses in the study of the *Bible* are offered: one covers the life of Christ, another Old Testament literature, and a third is a study of the teachings of Christ. The effort is made to cultivate an appreciation of the



BAILEY DINING ROOM AND WING OF DRAPER HALL

Bible as literature, and to stimulate thoughtful analysis of religious and ethical problems. Familiarity with the King James version of the Bible is one of the principal aims of the course. These classes are not offered for college admission credit.

In *Art* classroom work in history and appreciation as well as studio work are offered. The studio courses are designed to train the student in observation and in ease and readiness of execution; they offer a sound foundation in theory of color, and theory of composition, and endeavor to develop in the student a sensitiveness of appreciation of both beauty and craftsmanship in great works of art. Individual talent is noted and encouraged. The studios are well-lighted and well-equipped. The library contains a large collection of books on art, and a comprehensive file of prints and slides for reference and study. The work in *History of Art* includes a study of the art and architecture of the Egyptian, the Assyrian, the Greek, the Roman, and the Renaissance periods, concluding with a rapid survey of the art of modern times. For students who cannot take this full course, an Appreciation of Art class, meeting one hour a week, is given.

The Department of Music offers systematic instruction in pianoforte and organ playing; in singing, in appreciation, in harmony, and in musical theory and history. The ability, acquirements, and purpose of each student are examined before work is assigned, and the course of instruction is determined by the needs of the individual. Facilities for music study are thoroughly adequate. Sound-proof practice rooms, studios for each instructor, and a modern three manual organ offer opportunity for study under excellent conditions. Instruction is given to all students in the school in chorus and hymn singing. The Fidelio Society offers opportunity for advanced study of choral music and part singing. Recitals by the music pupils in all departments accustom them to public performance.

A theory course in *Music* includes appreciation and history, harmony and ear training, and the technical study of instrument and voice. This elective may be chosen in either the College Preparatory or the General Course.

Speech and Dramatics. Careful attention is given to *Spoken English*. The purpose of the fundamental course is to develop a good speaking voice, to improve speech, and to correct any defects in diction, as well as to establish ease and poise in speaking before a group. Instruction is given in public reading and acting, and principles of dramatic interpretation are applied to various forms of literature. Four or five plays are produced by the students each year under the direction of a trained and experienced instructor.

Typewriting. Elementary instruction is offered in typing for those who wish to learn to type their own papers in school and college.

Home-making. Two courses in *Home-making* are offered in alternate years. One course includes cookery, dietetics, and home-management; the other, sewing and home-furnishing. In both courses the emphasis is upon the co-ordination of the aesthetic and the practical. In home-management the students learn how to keep an orderly house; how to schedule work so that it may proceed with pleasant rhythm; how to maintain sanitary conditions throughout the house; how to select and care for house-furnishings and equipment; how to buy, and how to balance household budgets.

In the courses in cookery and dietetics the students learn how to plan and prepare appetizing meals that are nutritionally sound. They learn how to serve meals simply, but in good taste.

The course in sewing teaches the students to sew through the making of simple garments. They are aided in the art of dressing well by the study of the selection of clothing and the care of clothes.

A distinctive part of the work is the study of home-furnishings. In this the emphasis is on furnishing rooms intelligently, with subtlety of line and design rather than with the faddishness of passing fashions. Period furnishings are studied so that the student may have some background upon which to base her judgment in the selection of modern or antique furnishings. Practical projects are given the class in order that each student may demonstrate the principles which she has learned.

Ordinarily, girls in the College Preparatory Department do not have time to take the *Home-making* course.

Physical Education. Instruction in individual and team sports is given by experienced and thoroughly trained instructors, and the establishment of good health habits is considered one of the most important elements in the education offered by the school.

Constant supervision by the trained nurses and the Physical Education teachers, as well as by the Corridor teachers, aid in maintaining the excellent health record of the school.

At the beginning of the year, each girl is given a thorough medical and physical examination and any irregularities which may be found are followed up by the physical director and by the school nurses and special work is planned to suit the individual needs. Unless in the opinion of a physician it is unwise for her to do so, each student is required to take regular work in physical education. Those students who are found to have poor posture are given individual corrective work, and marked improvement is made.

Requirements for Graduation.

THE COLLEGE PREPARATORY COURSE meets the requirements of the leading colleges for women. It prepares students for entrance, either by certification or examination, to all colleges for women, coeducational colleges, and universities.

The College Preparatory diploma of the Academy is given to those who have attained such quality in their college preparatory work that the school feels warranted in recommending them to the college of their choice.

Ordinarily sixteen units are required for entrance to college. A point, or unit, is given for a full year's study in one of the prescribed college preparatory subjects. Four units in English, five in languages (including two of one language and three of another), two or three of mathematics, one of science, and one of history are generally prescribed. Latin is strongly advised though

not required. Additional units may be attained in languages, history, science, mathematics, music, or art.

In the GENERAL COURSE the diploma of the school is given for the satisfactory completion of sixteen units of work. These units usually include English in each year of the course; at least two years of a modern language; two years of history; one of science; one of mathematics; and at least two of art, music, or home-making. The other units may be made up by electives.

THE DAILY SCHEDULE

BREAKFAST	7:15
<i>(Saturdays 8:00 a.m. Sundays 9:00 a.m.)</i>	
CHAPEL	8:05
CLASSES	8:25-10:31
TIFFIN	10:31-10:43
CLASSES	10:43-12:49
LUNCHEON	1:00
REST PERIOD	1:45-2:15
RECREATION AND PHYSICAL EDUCATION .	2:15-4:15
STUDY HOUR	4:40-6:10
DINNER	6:20
STUDY HOUR	7:15-9:00
LIGHTS OUT: <i>five nights a week</i>	9:30



ONE OF ABBOT'S SIX TENNIS COURTS

General Information

THERE is no school uniform. The students are expected to dress simply and appropriately for all occasions. One simple white uniform dress is required, and a uniform sports outfit. All articles of clothing should be marked with the owner's full name.

The students' rooms are furnished with couch beds and one pair of blankets, dressers, desks, and desk chairs. Rugs, curtains, an arm chair, lamps, and linen are provided by the students. The laundering of sheets, pillow cases, towels, and napkins is provided without extra charge.

Parents are requested to cooperate with the school in having their daughters arrive promptly at the beginning of each term and remain until the official closing hour.

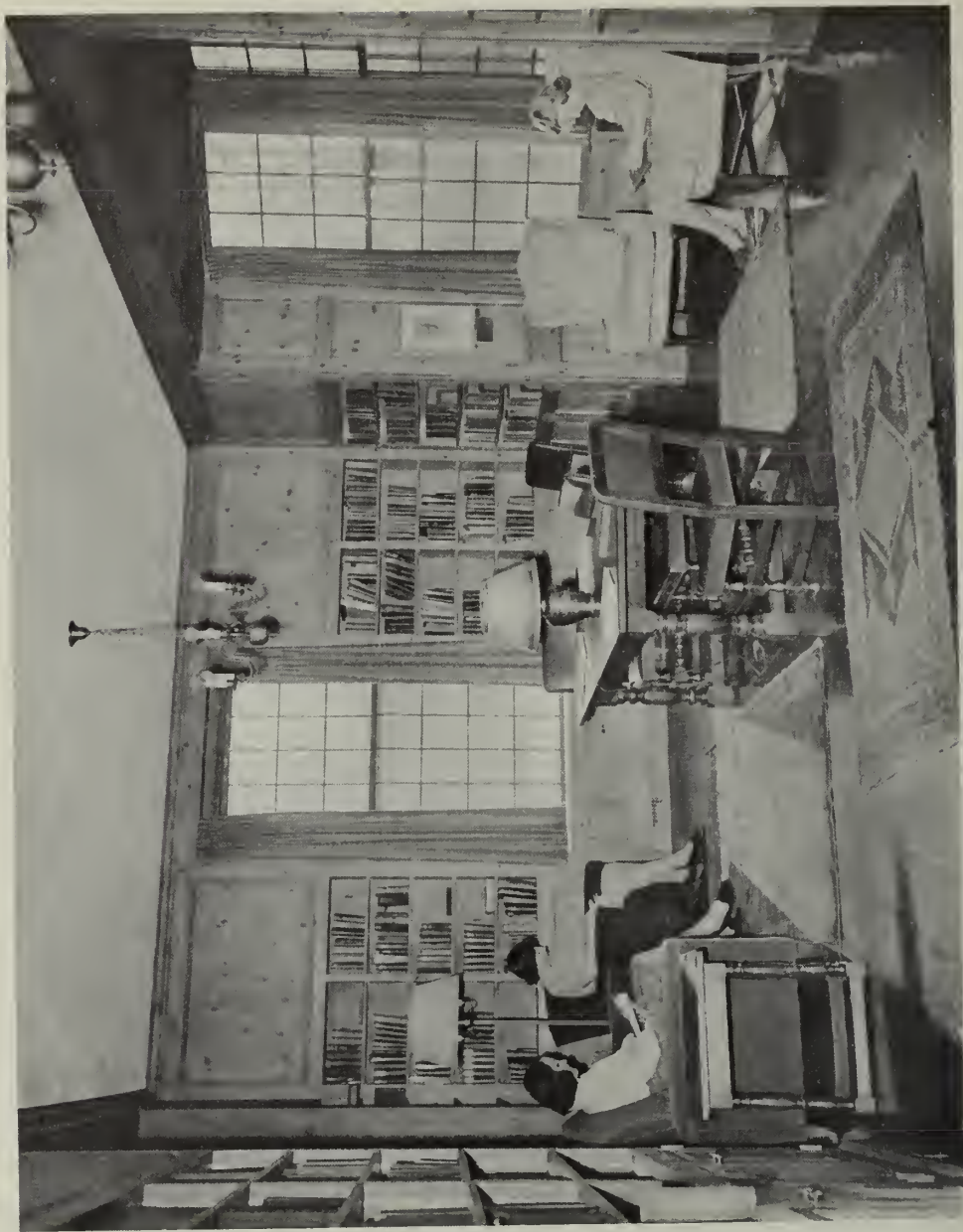
The dormitories are not open for occupancy until the opening date announced in the catalogue.

As preference in selection of rooms is given in order of registration, early application is desirable. The date of the receipt of the application blank with the deposit fee of twenty-five dollars will be considered the date of registration. If the applicant is not accepted, the fee will be refunded. If she is accepted, the deposit fee will be applied to the second term bill. Further details of general information will be found in the leaflet which is sent to every accepted student.

Andover is on the Boston and Maine Railroad, about one-half an hour from the North Station, Boston. It is twenty-three miles northwest of Boston, on Route 28.

The hotel recommended in Andover is The Andover Inn.

Information about *tuition* and other *expenses* will be found in the supplement to the catalogue. This supplement contains also the names of the faculty, the register of students, and the school calendar for the current year.



THE REBEKAH N. CHICKERING LEISURE READING ROOM

Alumnae Association

THE purpose of the Abbot Alumnae Association, which now numbers some three thousand living members, is to advance the interests of the school and to keep its graduates in touch with it and with one another. An executive secretary is employed for the keeping of the archives and files, for editing the *Alumnae Bulletin*, and for carrying on the necessary correspondence. Since the Academy was one of the first incorporated schools for girls, its early history is now of general interest in the history of education and of the country. The publications, pictures, clippings, and files of correspondence provide a library of valuable Americana.

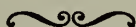
The loyalty of the former students of the school is remarkably evidenced by the funds that have been raised by them during the life of the school. In 1929, the hundredth anniversary of the founding of the Academy, the alumnae made a gift of \$169,000, which combined with other funds has created an endowment of approximately \$750,000. A portion of this is restricted for scholarship purposes. More recently the Second Century Fund, through the efforts of alumnae and friends, provided approximately \$140,000 for the improvements and additions to the buildings which have been made in the last few years. Furthermore, the annual Alumnae Gift provides the school with about \$4500 yearly. This sum, in addition to income from a portion of the endowment, is awarded each year in scholarships of varying amounts to applicants who meet the requirements. Inquiry about scholarships is invited from parents who think their daughters might qualify on the basis of merit as well as of financial need.

Graduates of the school are to be found in nearly every country in the world. Abbot Alumnae Clubs have been organized in Boston, New York City, Detroit, Chicago, Pittsburgh, Philadelphia, Central Ohio, Cleveland, Connecticut, Southern Massachusetts, and in Western and Eastern Maine.



ABBOT ACADEMY

FOUNDED 1829



SUPPLEMENT

to

CATALOGUE

for

1955-1956



ANDOVER • MASSACHUSETTS

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RAYMOND H. COON <i>New England Conservatory of Music; Studied with Heinrich Gebhard, Boston</i>	ORGAN, PIANOFORTE, THEORY OF MUSIC
KATE FRISKIN <i>Studied at Glasgow Athenaeum, and with Sophie Weisse, D. F. Tovey, and Tobias Matthay</i>	CHORAL MUSIC, PIANOFORTE
GERTRUDE TINGLEY <i>Studied with Mme. Povla Frijsh, Percy Rector Stephens, Isidore Luckstone; Solo appearance with the Boston Symphony Orchestra</i>	SINGING
LOLA MONBLEAU (MRS. CHARLES) <i>Jackson College; Julius Hart School of Music, Hartford, Connecticut; Studied with Rhea Massicotte</i>	SINGING
MARION L. ABBOTT	Accompanist
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LUCETTE BOWERS <i>A.B. Wellesley College; M.A. in Modern Dance, Sarah Lawrence College</i>	PHYSICAL EDUCATION
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SHIRLEY RITCHIE <i>B.S. New Jersey State Teachers College, Trenton, New Jersey</i>	PHYSICAL EDUCATION
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LECTURES AND CONCERTS

September, 1954 to June, 1955

- Noeline Chute and William Hunt
Dramatic Entertainment — "Over the Footlights"
- Jessica Tandy and Hume Cronyn (at Phillips Academy)
Dramatic Readings
- John T. Cocutz
Lecture — "Will there be a Revolution behind the Iron Curtain?"
- Margaret Deneke, Choirmaster, Lady Margaret Hall, Oxford University
Lecture-Recital
- Students' Current Events Panel
Mid-term Election Issues
- Dorothy Waldo Phillips
Lectures on Human Relations
- Samuel Mayes, Violoncellist (at Phillips Academy)
Recital
- Kate Friskin
Pianoforte Recital
- Abbot Dramatic Group
Pygmalion
- Elias Ward
Illustrated Lecture — "Jungle Adventure"

- Hanson W. Baldwin, Military Editor of *New York Times*
Lecture on Current Events
- Gwendolyn Bell, Contralto
Recital
- Alexandra Danilova, Prima Ballerina (at Phillips Academy)
"Great Moments of Ballet"
- Abbot Academy — Phillips Exeter Academy Glee Clubs
Joint Concert and Dance
- Dorothy Minty, Violinist
Recital
- Abbot Academy — St. Mark's School Glee Clubs
Joint Concert and Dance
- Dorothy Crawford, Monologist
"Original Character Sketches"
- Thomas Corgan
Illustrated Lecture — "Beauties and Beasts"
- Abbot Academy — Phillips Academy Glee Clubs
Joint Concert and Dance
- Kate Friskin and Raymond Coon
Two Piano Recital

SUNDAY EVENING SPEAKERS

September, 1954 to June, 1955

- A. Graham Baldwin, D.D.
School Minister, Phillips Academy
- Alexander St. Ivanyi, D.D.
The First Church of Christ, Lancaster, Massachusetts
- Robert Metters, D.D.
Emanuel Church, Boston
- Raymond Calkins, D.D.
Pastor Emeritus, First Church in Cambridge
- Hans Sidon, Ph.D.
Christ Presbyterian Church, Lawrence
- Palfrey Perkins, D.D.
Minister Emeritus, King's Chapel, Boston
- Roy L. Minich, D.D.
First Church in Malden

- Albert I. Gordon, Ph.D.
Rabbi, Temple Emanuel, Newton Centre
- Howard P. Kellett
Diocese of Massachusetts, Department of Social Service
- Victor F. Scalise
Calvary Baptist Church, Lowell
- Frederick M. Meek, D.D.
Old South Church, Boston
- Philip A. Smith
Christ Church, Exeter
- John Wallace, D.D.
The First Church of Christ, Springfield
- Sidney Lovett, D.D.
Chaplain, Yale University
- Allen W. Clark
Calvary Church, Danvers

COMMENCEMENT SPEAKERS

1955

Baccalaureate Sermon

- A. GRAHAM BALDWIN, A.B., B.D., D.D.
Chaplain, Phillips Academy

Commencement Address

- HAROLD TAYLOR, A.B., M.A., Ph.D.
President, Sarah Lawrence College

ABBOT ACADEMY ROSTER

1954-1955

HELEN ANGEVINE <i>West Newton, Massachusetts</i>	MARY LEE CARTER <i>Waban, Massachusetts</i>
SUSAN APPLETON <i>Andover, Massachusetts</i>	BETH IMOGENE CHANDLER <i>Atlanta, Georgia</i>
ELEANOR MARGARET ARCHER <i>Concord, New Hampshire</i>	JAQUELIN L'ENGLE CHASE <i>Exeter, New Hampshire</i>
ELIZABETH LUCILE ARTZ <i>Mt. Jewett, Pennsylvania</i>	JANE HAMILTON CHRISTIE <i>Kingston, New Hampshire</i>
ELIZABETH CUMMINGS BALDWIN <i>Chappaqua, New York</i>	CHARLOTTE SUZANNE CHRISTY <i>Los Angeles, California</i>
GAIL TOLLES BALDWIN <i>New Haven, Connecticut</i>	ANN CANNON CLARK <i>Camp Lejeune, North Carolina</i>
MARLENA GEORGINA COMAS BACARDI <i>Havana, Cuba</i>	MARTHA CLAIRE CLARK <i>South Bend, Indiana</i>
ELIZABETH BEAL <i>Briarcliff Manor, New York</i>	ANN CLEVELAND <i>Andover, Massachusetts</i>
LOUISE NESBIT BELL <i>Pittsburgh, Pennsylvania</i>	MARCIA COLBY <i>West Barrington, Rhode Island</i>
JANET STARR BEST <i>Paris, France</i>	LEONORA PARSONS COLBY <i>Bedford Village, New York</i>
PATRICIA STUART BIJUR <i>Bedford Hills, New York</i>	CAROLYN HOWELL COOPER <i>New Canaan, Connecticut</i>
SUSAN DREW BLAKE <i>Wakefield, Massachusetts</i>	MARCIA JANE COOPER <i>Lawrence, Massachusetts</i>
ANNE LOUISE BOWDEN <i>Greenwich, Connecticut</i>	NANCY JOSEPHINE COOPER <i>Darien, Connecticut</i>
BARBARA ANN BRADLEY <i>Andover, Massachusetts</i>	LYDIA CORNWALL <i>Boxford, Massachusetts</i>
JOSEPHINE COLWELL BRADLEY <i>New Canaan, Connecticut</i>	CELIA LAND CURRY <i>New York, New York</i>
SUSAN BRADLEY <i>Corning, New York</i>	VIRGINIA ELISABETH DAKIN <i>Plymouth, New Hampshire</i>
PATRICIA ANN BRENNAN <i>Andover, Massachusetts</i>	AGNES HUGHES DALEY <i>Andover, Massachusetts</i>
MARTHA ANN BUCKLEY <i>Bronxville, New York</i>	DIAN DANE <i>Miami Beach, Florida</i>
MARY BARBARA BURROWES <i>Keyport, New Jersey</i>	SUSAN SALISBURY DAVIS <i>Brookline, Massachusetts</i>
GRACE CALLAHAN <i>Gloucester, Massachusetts</i>	NANCY MOORE DAVISON <i>Manchester, New Hampshire</i>
JUDITH CALLAHAN <i>Gloucester, Massachusetts</i>	LOUISE MORGAN DAY <i>Devon, Pennsylvania</i>
JUDITH BROOK CARPENTER <i>Providence, Rhode Island</i>	MARGO DE CHOLNOKY <i>Greenwich, Connecticut</i>
PAMELA CARPENTER <i>Balboa, Canal Zone</i>	ANN MARIE DICLEMENTE <i>Andover, Massachusetts</i>
SUSAN NANCE CARR <i>New York, New York</i>	JEAN DONOVAN <i>Norwell, Massachusetts</i>

NANCY LYNN DOWLIN
Canton, Ohio

*DOLORES DURYEE
Worcester, Massachusetts

MARY WOOD EARTHART
Ann Arbor, Michigan

KATHLEEN JOAN EARTHROWL
Rye Beach, New Hampshire

NANCY ELIZABETH EASTHAM
Andover, Massachusetts

MARY ELISABETH EASTMAN
Woodstock, Vermont

ELEANOR MARIE EASTON
Andover, Massachusetts

ELIZABETH EMMET EDMONDS
Andover, Massachusetts

ELLEN TEMPLE EDMONDS
Andover, Massachusetts

BETSY BYRON ELLIOTT
Pelham Manor, New York

MARILYN JUNE EMSLEY
Andover, Massachusetts

JANE ANNE ENGLISH
Hamden, Connecticut

CECILE MACY ERICKSON
Inagua, Bahama Islands, B. W. I.

PHOEBE BECKNER ESTES
Lexington, Kentucky

NELL ELIZABETH EUBANKS
Lumberton, Mississippi

ELAINE EXERJIAN
Roslyn, L. I., New York

MARY ANNE FAGGIANO
Andover, Massachusetts

FRANCINE FENN
Dorset, Vermont

DOROTHY BRADBURY FLEMING
Lawrence, Massachusetts

JOLYNE HAFFNER FOURNIER
Lawrence, Massachusetts

KATHY FULLER
Andover, Massachusetts

CAROLYN MARSHALL GAINES
Fairfield, Connecticut

MIRIAM GANEM
Swampscott, Massachusetts

HELEN CAMPBELL GARDNER
Sewickley, Pennsylvania

LORRAINE MARIE GIBBS
Marion, Massachusetts

JOAN HAMILTON GLIDDEN
Andover, Massachusetts

CECILIA GOMEZ MEJIA
Bogota, Colombia

SARAH DANFORTH GRAF
Manchester, New Hampshire

ANNE GRAMKOW
Wellesley, Massachusetts

ROSAMOND FRANCES GRANGER
Hanover, New Hampshire

CAROLYN HINMAN GREEN
Dalton, Pennsylvania

DEBORAH HALL GREEN
Darien, Connecticut

HELEN HALLETT
Grosse Point Farms, Michigan

DIANA HALLOWELL
Andover, Massachusetts

HOPE ELLINWOOD HAMILTON
Jamestown, New York

*BARBARA ARDEN HARRISON
Manhasset, L. I., New York

BRIDGET HAYES
Andover, Massachusetts

SYDNEY LEWIS HENRIQUEZ
Vero Beach, Florida

BARBARA NATALIE HENRY
Juan Luna, Manila, Philippine Islands

PATRICIA ALLEN HIPPLE
Lock Haven, Pennsylvania

DEBORAH HOLBROOK
Sewickley, Pennsylvania

MARGARET HENDERSON HOLBROOK
Bedford, New York

PENELOPE HOLBROOK
Sewickley, Pennsylvania

MARY ANN HOLDEN
Portland, Maine

ELIZABETH FRANCES HORAN
New York, New York

BARBARA MELICK HURD
Piedmont, California

LINDSAY WILSON JOHNSON
Bayhead, New Jersey

*Entered February 2, 1954

*Entered February 2, 1954

- †NANCY LEE JOHNSON
Winthrop, Massachusetts
- GRETCHEN ABIGAIL JORDAN
Stroudsburg, Pennsylvania
- SUSAN WHEELER KAUSER
Fairfield, Connecticut
- CAROL ELEANOR KELTON
Westport, Connecticut
- CECILY THOMSON KEMPER
Andover, Massachusetts
- JANE KENT
Exeter, New Hampshire
- CAROLYN COOLIDGE KIMBALL
Andover, Massachusetts
- RACHEL REVERE KIMBALL
Andover, Massachusetts
- ANNE KITTREDGE
North Andover, Massachusetts
- CYNTHIA ATKINSON KNOX
Princeton, New Jersey
- SUE JACQUELINE KNOX
Glen Ridge, New Jersey
- ALEXANDRA BUSHNELL KUBLER
New Haven, Connecticut
- JOAN STAFFORD LAMPREY
Andover, Massachusetts
- ALICE AMY LAWRENCE
Farmington, Connecticut
- SARA HART LEAVITT
Andover, Massachusetts
- BARBARA FULLER LEECH
Greenwich, Connecticut
- LOUISA LEHMANN
Dublin, New Hampshire
- KATHARINE JANE LLOYD
Andover, Massachusetts
- MOLLIE BENNETT LUPE
San Antonio, Texas
- ANNE PIERREPONT LUQUER
New York, New York
- ELLEN ANNE MACKINNON
Plymouth, Massachusetts
- CLARA CHRISTINE MAYNARD
Andover, Massachusetts
- SUSAN ELLEN MCGUIRE
New London, Connecticut
- LYNNE McLAUGHLIN
Great Neck, L. I., New York
- JANET MARJORIE McLEAN
Portland, Maine
- JUDITH NAOMI MEDWED
Newtonville, Massachusetts
- EMILY MEYER
Greenwich, Connecticut
- MARY SOPHIA MINARD
Andover, Massachusetts
- MONA LOUISE MINOR
Danville, Kentucky
- MARJORIE RAWLS MOORE
Kensington, Connecticut
- JULIANA MORELLI
Wakefield, Massachusetts
- ELEANOR CATHERINE MORGAN
Norman, Oklahoma
- VICTORIA MORGAN
Andover, Massachusetts
- MARY VIRGINIA MUNROE
Dayton, Ohio
- JENNIFER NEW
Trinidad, B. W. I.
- MARY THERESE O'CONNOR
Andover, Massachusetts
- GWENDOLYN LOUISE ODDY
Orange, Massachusetts
- VALERIE STERLING OGDEN
Greenwich, Connecticut
- MARGARET GRANT OLIVER
New Canaan, Connecticut
- KAREN ELIZABETH OLSON
South Bend, Indiana
- ELISABETH ANNE OPPMANN
Lakewood, Ohio
- MARJORIE HALL ORR
Concord, New Hampshire
- FREDERICA TOD OWSLEY
Hubbard, Ohio
- ELIZABETH HUMPHREY PARKER
Denver, Colorado
- ELLEN PARKER
Canton, Massachusetts
- MARION PEARCE
Fairfield, Connecticut
- PATRICIA PEARCE
Fairfield, Connecticut
- LESLIA AUGUSTA PELTON
New Britain, Connecticut
- JOAN PLOWDEN
New York, New York
- PENELOPE JANE POST
Pleasantville, New York

†Entered October 17, 1954

SHEILA SUSAN PRIAL
Fall River, Massachusetts

SUSAN ELIZABETH RAIRDON
Toledo, Ohio

CAROL SHOVE REED
North Conway, New Hampshire

DESSIE JEAN LaFUZE REYNOLDS
Henniker, New Hampshire

SUSAN LEE RICHMOND
Andover, Massachusetts

MARGARET MARSH ROTH
Sewickley, Pennsylvania

MARGARET ROTHWELL
Nonquitt, Massachusetts

NANCY MAE RUHLIN
Hampden Highlands, Maine

ELEANOR RULON-MILLER
Gladwyne, Pennsylvania

NATHALIE SALTONSTALL
North Andover, Massachusetts

CLAUDIA LEE SANDBERG
Andover, Massachusetts

MARY ANN SAVAGE
Northeast Harbor, Maine

JOSEPHINE ANNE SHANKLIN
Winchester, Massachusetts

PHEBE ANNE SHERMAN
Greenfield, Massachusetts

JEANNE MORTON SKILLIN
New Britain, Connecticut

SHIRLEY MAY SLATER
Farmington, Connecticut

PAULA SLIFER
Ann Arbor, Michigan

NATALIE ELLEN SMISSEART
New Canaan, Connecticut

CARROLL SMITH
Fairmont, West Virginia

DEBORAH LOUISE SMITH
Andover, Massachusetts

NANCY SARGENT SMITH
Westford, Massachusetts

DIANE ELAINE SOROTA
Andover, Massachusetts

MARY ANN SPURGEON
Newton, New Jersey

LOUISE STEPHENSON
Rosemont, Pennsylvania

*ANASTASIA STEVENS
Rome, Italy

MARY LOUISE STIEGLER
Andover, Massachusetts

KATHERINE STIRLING
Andover, Massachusetts

CAROL CARTER STRATON
Warwick, New York

SARAH MALANE SULLIVAN
Reading, Pennsylvania

LUCINDA SULZBACHER
Roslyn, L. I., New York

JANE LEA SWEETSIR
Merrimac, Massachusetts

NANCY SWIFT
Andover, Massachusetts

KATHARINE TAGGARD
Marblehead, Massachusetts

JANE STEWART TATMAN
Connersville, Indiana

STEPHANIE SHELDON THRALL
Weston, Massachusetts

SUSAN MARIE TIDD
Manhasset, L. I., New York

DEBORAH TILLSON
Bedford, Massachusetts

GAIL ELIZABETH TITCOMB
Andover, Massachusetts

ANNE BORDEN TRIPP
Adamsville, Rhode Island

GAIL PENNIMAN TURNER
Fairfield, Connecticut

ANNE TWOMBLY
North Andover, Massachusetts

MARY POINIER WADSWORTH
St. Michael's, Maryland

WINIFRED SYLVIA WARD
Port Chester, New York

JUDITH WARREN
Keene, New Hampshire

SUSAN STILLMAN WATEROUS
East Pepperell, Massachusetts

SARA PECK WATROUS
Woodbridge, Connecticut

ELLEN PRENTICE WELLES
Waverly, Pennsylvania

BARBARA BIGELOW WELLS
Newton Highlands, Massachusetts

LINDA HILDRETH WHEELER
Springfield, Vermont

BETSEY LOUISE WHITE
Guilford, Maine

*Left October 31, 1954

SUSAN ADAMS WICKHAM
Jackson, Michigan

LOUISE WOOLDREDGE
Marblehead, Massachusetts

ANNE WOOLVERTON
South Bend, Indiana

SHERYL EVERETT WORMLEY
Washington, D. C.

FRANCES YOUNG
New York, New York

MARY ANN YUDICKY
Amherst, New Hampshire

GEOGRAPHICAL DISTRIBUTION OF RESIDENT STUDENTS

1954-1955

Massachusetts	31	Canal Zone	}	One each
Connecticut	26	Colorado		
New York	23	District of Columbia		
New Hampshire	15	Georgia		
Pennsylvania	15	Maryland		
Maine	5	Mississippi		
Ohio	5	North Carolina		
Michigan	4	Oklahoma		
Indiana	4	Texas	}	
New Jersey	4	West Virginia		
Rhode Island	3			
Vermont	3			
California	2			
Florida	2			
Kentucky	2			
		FOREIGN COUNTRIES		
		Colombia	}	One each
		Cuba		
		France		
		Bahama Islands		
		Philippine Islands		
		Trinidad		
DAY PUPILS		39		
BOARDERS		161		

31
26
15
5

77

EXPENSES

The charge for boarding students is \$2,000 a year; for day students \$650 a year. The charge of \$2,000 for board and tuition includes also: the physical examination fee, the concert and lecture fee, laboratory fees, pew rent, and seven days' care in the infirmary unless the services of a special nurse are required.

The tuition fee of \$650 for day scholars includes the physical examination fee, lecture and concert fee, tiffin, and laboratory fees, but not luncheon.

CHARGES FOR PRIVATE LESSONS FOR THE SCHOOL YEAR

Piano, Violin, Organ, or Singing		Speech, one lesson a week	100.00
Two half-hour lessons a week	\$250.00	Tutoring, per period	2.00
One half-hour lesson a week	125.00		

Payments are due as follows: Boarding Students, \$25 at the time of registration, for reservation of place; \$1,075 in September, at the time of entrance; \$900 at the beginning of the second semester. Day Students, \$25 at the time of registration, \$325 in September, at the time of entrance, and \$300 at the beginning of the second semester.

The fee of \$25 for the reservation of a place is forfeited if the application is withdrawn.

Charges for private lessons, and other personal expenses such as books and stationery, tutoring, and special chaperoning, are payable at the end of each semester.

The engagement is made for the entire year, or for that part of it remaining after entrance, and no deduction is made for late entrance, absence, or removal before the close of the school year.

A deposit of at least \$75 for spending money, — for payment of student organization dues, for charitable purposes, for travel when taking a week-end, for Saturday leaves, for plays and concerts in Boston (cost of Symphony trips is put on term bills) should be made with the financial secretary in each boarding student's name when school opens. The weekly allowance is also drawn from this account by the student, in accordance with instructions from the parents.

CALENDAR

1955-1956

Tuesday, September 20

Arrival and Registration of New Resident Students before 6 p.m.

Wednesday, September 21

Registration of Re-entering Resident Students before 6 p.m.

Registration of all Day Students, 10 a.m.

Thursday, November 24

Thanksgiving Day

(Friday and Saturday following Thanksgiving are both school days.)

Thursday, December 15, to Thursday, January 5, 1956

Christmas Vacation

Tuesday, March 27, to Tuesday, April 10

Spring Vacation

Monday, June 4

Commencement

Tuesday, September 25, 1956

Opening of School

Occasionally some change in the school calendar is necessary. If this occurs, parents will be notified well in advance.

December, 1954

Abbot





ABBOT ACADEMY

The first incorporated school for girls in New England



Founded 1829

ANDOVER • MASSACHUSETTS

Oct. 1956



Abbot Hall through the Merrill Memorial Gate

Abbot Academy

ABBOT ACADEMY is a college preparatory school whose faculty and administration know from long experience that girls fourteen to eighteen years old can be trained in the way of becoming happy and successful women, not only in college, but in their marriages and careers. The school is able to accomplish this by teaching them to use their minds imaginatively and constructively, to recognize certain spiritual and moral values, and to exercise judgment in the realm of the arts whether literary, musical, or pictorial. Through the study of history and literature, students may glimpse some of the achievements of the past, learn to evaluate the present more wisely and, in some measure, plan their own future more creatively. Through mathematics and science, the girls learn to develop their own processes of logic and reasoning. Every opportunity is given them to study, to compare, and to enjoy, so that they may broaden their personal horizons.

Each girl becomes increasingly aware of her responsibility, both as a person and as a citizen of the school, through the morning Chapel services, as well as through the activities of the student government and the operation of other student organizations. Cooperation and supervision by the faculty provide the individual guidance and counsel so essential to the development of character and personality. Abbot graduates become leaders in college and in their communities in later years, and every effort is made to prepare them to exercise diligence and self-discipline as well as intelligence and understanding.



The principles of the founders of the school, set forth in the constitution of the Academy in 1829, sound quaint to our ears, but they express what has been and is the continuing purpose of the school: "to regulate the tempers, to improve the taste, to discipline and enlarge the minds, and to form the morals of the youth who may be members of it; . . . Solid acquirements shall always have precedence of those which are merely showy, and the useful of those which are merely ornamental.

"Trusting to the All-wise and Beneficent Disposer of events to favor this our humble attempt to advance the cause of human happiness, we humbly commit it to his patronage and blessing."

Abbot is singularly fortunate in its location in a lovely, historic New England town easily accessible to Boston. Andover has been very much aware of educational and spiritual needs since Phillips Academy, for boys, was founded during the Revolution, and later the Andover Theological Seminary, now removed to Newton. The presence of these and other schools has always kept cultural interests alive in the town.

Although Andover like other communities is still growing, the wide streets near Abbot are lined with handsome eighteenth and early nineteenth century houses telling of early years of prosperity and good taste. One may stand on Andover Hill and look over the Merrimack Valley to Monadnock and Wachusett; or one may walk out of town among the "woods and templed hills." It was here that Dr. Samuel F. Smith wrote "America."

Yet Andover is part of a busier world; it can be reached easily by car — three quarters of an hour from Logan Airport, for instance, or from Boston's center. Lawrence Airport is even nearer. The Boston and Maine offers many trains which take little more than half-an-hour to or from the North Station. Driving from the West or the South one can pick up the highway circling Boston, Route No. 128, and turn north on Route No. 28 to reach the school.

The School Campus

THE HEART OF THE SCHOOL, so to speak, is Abbot Hall with its white pillars. For many years after it was built, in 1828, it was the main building of the school. The first money available to implement the idea of the far-sighted people of Andover for a "Female Seminary" was the gift of Madam Sarah Abbot, for whom the school was then named. Here in Abbot Hall is the Chapel which for generations of Abbot girls has served as a place of peace and inspiration. Above the Chapel, the observatory is equipped with a five-inch Alvin Clark telescope, and on lower floors are the science laboratories and bookshop. In a more recent wing is the well proportioned John-Esther Gallery. Abbot is fortunate in having good space and opportunity for exhibitions of painting, sculpture, or minor arts.

Far larger and now the center of school life, Draper Hall, directly across the circle from the Merrill Memorial Gate, holds the offices, reception rooms, library, and dining room, and the dormitory rooms of the two upper classes. Two wings of this building were added in 1941 to complete a hollow square. In one wing, the Means Memorial Library with the stacks below, houses some thirteen thousand volumes. It is a pleasant place to study, and for leisure reading the Chickering Room offers comfortable quiet.

The dining room in memory of Bertha M. Bailey, the Principal from 1912 to 1935, is particularly attractive, with long windows on two sides, looking out to the lower campus. Here the students eat at round tables and are responsible for the work of setting, serving, and clearing the tables by turns. This room is also used for the Senior Promenade in the spring.

A separate building for classrooms was built in 1904 by Alumnae and friends of the school in memory of the McKeen sisters, Miss Philena and Miss Phoebe, who set their stamp on the school during the principalship of Miss Philena from 1859 to 1892. In addition to the light and pleasant classrooms, an auditorium for school plays, recitals, concerts, and lectures was given by Mr. George D. Davis in memory of his father, the Honorable George L. Davis. It includes a pipe organ, the gift of Dorothy Davis Rimmer, which is used for lessons and the traditional Christmas service.





For dormitories, in addition to Draper Hall, Abbey House was built in 1937 through the generosity of Mrs. Emily F. Abbey Gill, for ninth and tenth grade boarding students. Several pleasant old houses are used for small boarding units for a dozen or so girls, and for two faculty members. Two of these are on the campus, Sherman Cottage and Sunset Lodge; while two are just across the street, the Draper Homestead and Ripley House. Every care is taken for the safety and supervision of the girls living in these houses. In all dormitories the girls may live in a single room, a double, or a suite of two rooms for two or three girls. A new girl may indicate whether or not she wishes a roommate, and a returning girl may choose her own roommate.

A separate faculty house, a handsome brick house opposite the John-Esther Gallery, provides guest rooms and lodging for a few members of the faculty. The George Ezra Abbot Gymnasium, built in 1955, is the most recent improvement of the campus. It includes space for several simultaneous activities, basketball or badminton, fencing or tumbling, modern dance or ping pong. With its kitchen, the gymnasium can be used for student parties and for informal dances. The day students have locker and shower rooms, also, in the Gymnasium.

The well equipped Antoinette Hall Taylor Infirmary serves as clinic, infirmary, and hospital. Two experienced graduate nurses are on duty there and a physician makes frequent visits to the school.

School Organizations and Extra Curricular Activities

APART FROM the formal instruction and learning, it is the plan of the school to create a happy and cheerful environment. The administration, the faculty, and the students themselves share the responsibility of the smooth running of so large a group. Only those regulations are enforced which seem necessary for the welfare of the largest number, and only those restrictions are imposed which experience has shown will lead to the best development of the individual. It is evident that the community life is bound to be less free for the individual than it would be in a small family, but there is at the school a noteworthy spirit of cheerful loyalty and integrity which characterizes the student body as a whole.

Several student organizations play a considerable part in enriching the school life. Through the Student Government Association, self-discipline and consideration of the rights of others are encouraged, in preparation for later life. The Student Council cooperates with the administration and may act as a judicial, an executive, or a legislative body. Students are appointed from each corridor or house to serve as proctors, and help the teachers to maintain the order and dignity of the students.

The Abbot Christian Association has a vital influence upon the school. Abbot is not sectarian. A simple Christian service is held in the Chapel every school-day morning; one day each week the A.C.A. officers plan and conduct this, and on the



other days the Principal or one of the members of the faculty. On Sunday mornings the girls attend one of the town churches, or occasionally the Chapel at Phillips Academy. On Sunday evening attendance is required at the Vesper service in the Abbot Chapel conducted by distinguished ministers of various denominations and faiths. Two or three times a year these services are led by the students. The A.C.A. also concerns itself with welcoming new students and helping them to feel at home. It is the agency whereby the students are introduced to the endless needs of people less fortunate than themselves, and is the channel for the welfare work of the school, both for this country and others. Special interest is shown in educational work throughout the world, and the student representatives of World University Service are very active.

The Abbot Athletic Association includes all students as members and all have a voice in its administration. Its purpose is to further interest in athletic activities as a means of promoting physical efficiency and good sportsmanship. The school is divided into two clubs, the Griffins and the Gargoyles, who compete in all sports. At the end of the year an award is made to the winning club.

Besides the gymnasium sports offered in the winter, there is skating and skiing whenever possible. In the fall and spring, the girls may play tennis, field hockey, soccer, lacrosse, or baseball. Horseback riding can be elected as a regular sport and on Saturday mornings the girls may ride or canoe. Walking in pairs and groups





The George Ezra Abbot Gymnasium

in and around Andover is encouraged and "counts" for athletic points. The "A" Society includes all students who have attained noteworthy success in sports and whose citizenship standing is high.

Other organizations of a more specialized character include the Fidelio Society, the singing group which presents several joint concerts during the year with such schools as Phillips Exeter, Brooks, and Phillips Academy, Andover. The Choir, consisting of the sixteen best voices from among the two upper classes, gives special concerts and sings at the regular Sunday evening Vesper service.

The drama class presents two plays a year (other plays are also given). The students are trained in all phases of play production. The Dance Group gives a dance concert near the end of the year. Seniors who are interested in writing and editing may serve on the Board of *COURANT*, the student magazine, or of the *CIRCLE*, the senior yearbook.

Each year in the spring, elections to the Cum Laude Society are announced. This is an inter-school society which bears the same relationship to secondary schools as that of Phi Beta Kappa to colleges. Membership depends upon a very high quality of scholastic achievement.

Week Ends

THE PACE OF THE SCHOOL changes on Friday evenings — instead of the usual study hour, there may be a visiting speaker, a school "town meeting," current events forum, or other activities. Girls may leave the school for one week end each term, after Friday luncheon, returning in time for Vespers on Sunday.

On Saturdays, after Study Hall, the school has a holiday. Girls may take a "Saturday Leave" with friends or relatives several times during the year. They may go into Boston; the younger girls are always chaperoned; seniors may go in pairs or in groups for shopping or a matinee. Sometimes bus trips are planned to interesting near-by towns such as Salem and Marblehead, or Concord and Lexington. Groups of girls may be taken to Boston for a play or concert, on Saturday or Sunday. Those who stay at the school may go to the football games at Phillips Academy, or to the movies in Andover. Boys from Phillips Academy come to Abbot to call on the girls late Saturday afternoon. They have tea and dance informally, or they may walk on the grounds. Opportunity is provided for the girls to meet Phillips boys, either on a Saturday afternoon or at a "mixer."

On Saturday evenings, there is nearly always some entertainment at the school, a lecture, a recital by a member of the faculty, or a visiting artist. Sometimes films are presented, or students entertain the school with plays or other productions.





After church on Sundays, girls may occasionally have permission to go out for dinner, but in general Sunday is considered to be a day of quiet. The afternoon may be spent in reading, or in listening to music. Girls may take walks or play tennis or badminton.

Admission and Course of Study

PUPILS ARE CHOSEN for admission on the basis of their previous school records, recommendation from the school, and, if possible, personal interviews. No entrance examinations are administered since the candidates often come from great distances, but placement tests are usually sent to the girls who have been admitted in order that they may be correctly placed at the various levels of study. Early application is highly desirable; the decisions are generally made in December of the year preceding the September entrance. A deposit of \$25 is required with each application and if the candidate is not accepted, the fee will be refunded; in general it will not be returned in the case of the withdrawal of a candidate. If she is accepted, the deposit fee will be applied to the second term bill.

Entrance may be won to any of the four classes: the Preparatory (ninth grade); Junior (tenth grade); Senior-Middle (eleventh grade); and Senior (twelfth grade). For the school to accept a single-year Senior, however, is not customary. In all





classes the student takes at least four subjects; a fifth may be taken whenever necessary for credits, or when desired for special interest. All courses are geared to college requirements and the upper class ones are planned to give the students thorough preparation for college work.

In addition to the major subjects, opportunities made for the girls to take several once-a-week classes such as Bible, Speech, Art, Music, or Music Appreciation. The program of each girl includes the selection from these subjects that meets her particular needs. Every girl participates in choral singing for at least one period a week.

The classes in each subject are kept small. The number of teachers in proportion to students is large. Any student may confer with her teacher at least once a week. A quarterly report of the standing of each girl in her studies and conduct is sent to her parents or guardian.

Scholarships

SCHOLARSHIPS are awarded on the basis of need as stated by parent or guardian, in a form available upon request. Scholarships are rarely given for more than one-half the tuition amount, and the average is somewhat lower. These awards are confidential, and the recipients are simply required to maintain satisfactory grades and to be good citizens of the school.



Departments of Study

THE AIM of all departments is to give the students a clear understanding of the use of their own language, both spoken and written, and to make them feel the need of living with good books. But in the *English* classes particular effort is made to develop in students the power to read accurately, to think clearly, and to express thought in simple, idiomatic English. There are frequent opportunities for writing, but it is primarily through the study and discussion of literature that the department hopes to emphasize the pleasures of reading and to develop and strengthen high standards of taste and judgment.

In *History*, four courses are offered: Ancient, Medieval and Modern, English, and American History. In all of the history courses stress is laid on the social, economic, and cultural life of the people, in addition to the political and diplomatic history. The study of the text-book is supplemented by much collateral reading, with the use of primary as well as secondary sources.

In *Latin*, four levels of work are offered. Latin is begun at Abbot in the ninth grade, although it is quite possible for an incoming tenth grade student to begin it. Although the colleges no longer require Latin, they nevertheless strongly recommend its study. The aim of the Latin department is to teach students to read Latin authors intelligently and with appreciation. At the same time the values of

*McKeen
Hall
with
classrooms
and
auditorium*





Latin for an understanding of English and other modern languages receive constant emphasis in the study of derivatives and of word formation. Translation from Latin into careful and idiomatic English trains the pupils in logical thinking; it also cultivates discrimination in the choice of words, and helps to build up an English vocabulary that is rich and accurate.

In the courses in *Modern Languages*, the aim is to open widening horizons through first-hand contacts with a foreign tongue, to familiarize pupils with foreign countries and their culture, thus creating sympathetic understanding, and awakening a vital and lasting interest in the people whose language is being studied. The exclusive use of French or Spanish in the classrooms from the beginning, and at the language tables in the dining room, make the students much more aware of the modern language as the living expression of a contemporary society. Four years of French and three of Spanish are offered.

Courses are offered in *Biology*, *Chemistry*, and *Physics*. In all the sciences study is carried on by both classroom and laboratory methods. Well-equipped laboratories and a good science library offer excellent opportunities for the development of interest in either the physical or the biological sciences. In all of the teaching in science the aim is to develop in the student the ability to understand the laws of nature through materials used in the laboratory, and to develop initiative and self-reliance in inquiry and thought.



In *Mathematics* four levels of study are offered. The first course includes algebra and a brief introduction to geometry; the second is primarily a study of plane geometry; the third completes the study of elementary algebra and plane geometry, and includes numerical trigonometry; the fourth is a study of trigonometry, advanced algebra and a little solid geometry. In the teaching of mathematics, the aim is to develop in the student logical reasoning and accuracy of expression.

Several courses in the study of the *Bible* are offered; one covers the life of Christ, another Old Testament literature, and a third is a study of the teachings of Christ with relation to present day living. The effort is made to cultivate an appreciation of the Bible as literature, and to stimulate thoughtful analysis of religious and ethical problems. Familiarity with the King James version of the Bible is one of the principal aims of the course. These classes are not offered for college admission credit.

In *Art* classroom work in history and appreciation as well as studio work are offered. The studio courses are planned to train the student in the essentials of good design and various techniques of execution. Individual talent is encouraged. The studios are well-lighted and well-equipped. The library contains a large collection of books on art, and a comprehensive file of prints for reference and study. The work in *History of Art* includes a college credit survey course covering the art of the past and that of the contemporary period.

The Department of Music offers systematic instruction in pianoforte and organ playing; in singing, in appreciation, in harmony, and in musical theory and history. The ability, accomplishment, and purpose of each student are examined before work is assigned, and the course of instruction is determined by the needs of the individual. Facilities for music study are thoroughly adequate. Sound-proof practice rooms, studios for each instructor, and a modern three manual organ offer opportunity for study under excellent conditions. Instruction is given to all students in the school in chorus and hymn singing. The Fidelio Society offers opportunity for advanced study of choral music and part singing. Recitals by the music pupils in all departments accustom them to public performance.

A theory course in *Music* includes appreciation and history, harmony and ear training, and the technical study of instrument and voice. This course may be taken for College Entrance credit.

Speech and Dramatics. Careful attention is given to *Spoken English*. The purpose of the fundamental course is to develop a good speaking voice, to improve speech, and to correct any defects in diction, as well as to establish ease and poise in speaking before a group. Instruction is given in public reading and acting, and principles of dramatic interpretation are applied to various forms of literature. Several



Abbey House

plays are produced by the students each year under the direction of a trained and experienced instructor.

Typewriting. Elementary instruction is offered in typing for those who wish to learn to type their own papers in school and college.

Physical Education. Instruction in individual and team sports is given by experienced and thoroughly trained instructors, and the establishment of good health habits is considered one of the most important elements in the education offered by the school.

Constant supervision by the trained nurses and the Physical Education teachers, as well as by the Corridor teachers, aid in maintaining the excellent health record of the school.



At the beginning of the year, each girl is given a thorough medical and physical examination and any irregularities which may be found are followed up by the physical director and by the school nurses and special work is planned to suit the individual needs. Unless in the opinion of a physician it is unwise for her to do so, each student is required to take regular work in physical education. Those students who are found to have poor posture are given individual corrective work, and marked improvement is made.

Requirements for Graduation

THE COLLEGE PREPARATORY COURSE meets the requirements of the leading colleges for women. It prepares students for entrance, either by certification or examination, to all colleges for women, coeducational colleges, and universities.

Ordinarily sixteen units are required for entrance to college. A point, or unit, is given for a full year's study in one of the prescribed college preparatory subjects. Four units in English, five in languages (including two of one language and three of another), two or three of mathematics, one of science, and one of history are generally prescribed. Latin is strongly advised. Additional units may be attained in languages, history, science, mathematics, music, or art.

The diploma of the school is given for satisfactory completion of sixteen units of work. Occasionally the diploma is given for fifteen units but only in instances where the students have shown such proficiency in college board examinations as well as in their class room work that the school feels warranted in recommending them to the college of their choice.

The Daily Schedule

BREAKFAST	7:15
(Saturdays 8:00 a.m. Sundays 8:30-9:30 a.m.)	
CHAPEL	8:05
CLASSES	8:25-10:31
TIFFIN	10:31-10:43
CLASSES	10:43-12:49
LUNCHEON	1:00
REST PERIOD	1:45- 2:15
RECREATION AND PHYSICAL EDUCATION . .	2:15- 4:30
STUDY HOUR	4:50- 6:13
DINNER	6:23
STUDY HOUR	7:15- 9:00
LIGHTS OUT: <i>five nights a week</i>	9:30





General Information

THERE is no school uniform. The students are expected to dress simply and appropriately for all occasions. One simple white uniform dress is required, and a uniform sports outfit. All articles of clothing should be marked with the owner's full name.

The students' rooms are furnished with couch beds and one pair of blankets, dressers, desks, and desk chairs. Rugs, curtains, an arm chair, lamps, and linen are provided by the students. The laundering of sheets, pillow cases, towels, and napkins is provided without extra charge.

Parents are requested to cooperate with the school in having their daughters arrive promptly at the beginning of each term and remain until the official closing hour.

The dormitories are not open for occupancy until the opening date announced in the catalogue.

The hotel recommended in Andover is The Andover Inn.

Information about *tuition* and other *expenses* will be found in the supplement to the catalogue. This supplement contains also the names of the faculty, the register of students, and the school calendar for the current year. Further details of general information will be found in the handbook which is sent to every accepted student.



Alumnae Association

THE PURPOSE of the Abbot Alumnae Association, with a membership of nearly 3500, is to advance the interests of the school and to keep its graduates in touch with one another. The executive secretary has an office at the school, where the archives and files are kept.

Since the Academy was one of the first incorporated schools for girls, the story of its growth, beginning in 1829, is a valuable part of the history of American education. The collection of publications, pictures, clippings, and correspondence is an extremely interesting one. The Secretary edits the quarterly *Alumnae Bulletin* which is sent to all former students, and works with other alumnae officers on the Annual Alumnae Fund campaign.

The loyalty of the Alumnae is remarkably evidenced by the funds that have been raised by them during the life of the school. In 1929, the hundredth anniversary of the founding of the Academy, the alumnae made a gift of \$169,000 to the School Endowment, which now amounts to well over a million dollars. A portion of this is restricted for scholarship purposes. The Second Century Fund, through the efforts of alumnae and friends, provided approximately \$140,000 for improvements and additions to the buildings. For the George Ezra Abbot Gymnasium, the Alumnae contributed in excess of \$30,000. Furthermore, the annual Alumnae Gift provides the school with nearly \$10,000 annually which is used for scholarships and for other felt needs.

Graduates of the school are to be found in forty-seven states and in nearly every country of the world. Abbot Alumnae Clubs have been organized in Boston, in New York City, Washington, Detroit, Chicago, Pittsburgh, Philadelphia, Central Ohio, Cleveland, Connecticut, Southern Massachusetts, and in Western and Eastern Maine. The Alumnae Secretary, or the Principal, frequently attends meetings of these clubs.



ABBOT ACADEMY

FOUNDED 1829



SUPPLEMENT

to

CATALOGUE

for

1956-1957



ANDOVER • MASSACHUSETTS

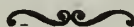
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LOUISE TARR STOCKLY	ENGLISH <i>A.B. Vassar College; M.A. Columbia University</i>
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ELEANOR MORIN TUCKER	CHEMISTRY, MATHEMATICS <i>A.B., M.A. Smith College</i>

- LOUISE LORING COFFIN BIOLOGY, PHYSICS
*A.B. Radcliffe College; Graduate Study at the University of North Carolina,
 Harvard University*
- DONALD OUTEBRIDGE HISTORY OF ART
A.B. Harvard University
- MARY ELAINE DODGE HOUSEHOLD SCIENCE
A.B. Mount Allison University; B.H.S. McGill University
- HOWARD A. COON ART
Rhode Island School of Design
- HANS SIDON BIBLE
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 Southern Baptist Theological Seminary*
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New England Conservatory of Music; Studied with Heinrich Gebhard, Boston
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 Tobias Matthay*
- GERTRUDE TINGLEY SINGING
*Studied with Mme. Povla Frijs, Percy Rector Stephens, Isidore Luckstone;
 Solo appearance with the Boston Symphony Orchestra*
- GERTRUDE EHRHART SINGING
*Studied with Isidore Luckstone; Solo appearances with Boston Symphony and
 Handel and Haydn Society; Joint recitals with Nicolas Slonimsky, Carol Salzedo
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- JESSIE HIGGINS (MRS. ROGER) Accompanist
- EMILY HALE DRAMATIC INTERPRETATION, SPOKEN ENGLISH
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 Speech Institute, London; University of Wisconsin Summer School*
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LECTURES AND CONCERTS

September, 1955 to June, 1956

- | | |
|--|---|
| Lois and Paul Harris
<i>Lecture — "The North Countries"</i> | Abbot Academy — Phillips Exeter
Academy Glee Clubs
<i>Joint Concert and Dance</i> |
| Mary Seiler
<i>Lecture-Recital — "The Harp, ancient and
modern"</i> | Dorothy Minty, Violinist
<i>Recital</i> |
| Joe Ramsey
<i>Illustrated Lecture — "Land of the trem-
bling Earth"</i> | Abbot Academy — Brooks School
<i>Play</i> |
| Kate Friskin
<i>Pianoforte Recital</i> | Louis Untermeyer
<i>Lecture</i> |
| Abbot Dramatic Group
<i>Scenes from Housman's "Victoria Regina"</i> | Eagle Plume
<i>Lecture on Indian lore, life and culture</i> |
| Rosalinde Fuller
<i>Dramatic Interpretations</i> | Abbot Academy — Brooks School
<i>Joint Concert and Dance</i> |
| Morris Barr
<i>Lecture — "Australia cannot be ignored."</i> | Kate Friskin and Raymond Coon
<i>Two Piano Recital</i> |
| | Gwendolyn Bell, Contralto
<i>Recital</i> |

SUNDAY EVENING SPEAKERS

September, 1955 to June, 1956

- | | |
|---|--|
| A. Graham Baldwin, D.D.
<i>School Minister, Phillips Academy</i> | Victor F. Scalise, B.D.
<i>Calvary Baptist Church, Lowell</i> |
| Alexander St. Ivanyi, D.D.
<i>The First Church of Christ, Lancaster,
Massachusetts</i> | Frederick M. Meek, D.D.
<i>Old South Church, Boston</i> |
| Herbert A. Jerauld, S.T.B.
<i>Church of the Good Shepherd, Reading</i> | Vivian T. Pomeroy, D.D.
<i>Minister Emeritus, The First Parish
Church, Milton</i> |
| Lewis H. Davis
<i>Superintendent of New York East Con-
ference of the Methodist Church</i> | Raymond Calkins, D.D.
<i>Pastor Emeritus, First Church in Cam-
bridge</i> |
| Harold G. S. King, S.T.B.
<i>The First Church of Christ, Farmington</i> | John Wallace, D.D.
<i>The First Congregational Church, Wellesley
Hills</i> |
| George E. Beilby, Jr., B.D., S.T.M.
<i>School Minister, Phillips Exeter Academy</i> | Rollin Fairbanks, D.D.
<i>Episcopal Theological School, Cambridge</i> |
| Hans Sidon, Ph. D.
<i>Christ Presbyterian Church, Lawrence</i> | Herbert Gezork, D.D.
<i>President, Andover-Newton Theological
School</i> |
| Roy L. Minich, D.D.
<i>First Church in Malden</i> | Edward W. Meury, B.D.
<i>First Congregational Church, Keene</i> |
| Robert Metters, D.D.
<i>Emmanuel Church, Boston</i> | Sidney Lovett, D.D.
<i>Chaplain, Yale University</i> |
| Kenneth de P. Hughes, S.T.M.
<i>St. Bartholomew's Episcopal Church,
Cambridge</i> | Palfrey Perkins, D.D.
<i>Minister Emeritus, King's Chapel, Boston</i> |

COMMENCEMENT SPEAKERS

1956

- | | |
|--|---|
| <i>Baccalaureate Sermon</i> | <i>Commencement Address</i> |
| WALLACE WOODSOME ROBBINS, B.S.,
B.D., S.T.D., <i>President, The Meadville
Theological School.</i> | ROBERT RUSSELL WICKS, D.D., <i>Dean of
the University Chapel, Emeritus, Princeton</i> |

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1955-1956

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Gloucester, Massachusetts

JUDITH CALLAHAN
Gloucester, Massachusetts

SUSAN MARGARET CALNAN
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Greenwich, Connecticut

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New Hartford, New York

MARGO BURD DICKSON
Eason, Maryland

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Lumberton, Mississippi
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RACHEL REVERE KIMBALL
Andover, Massachusetts

SUE JACQUELINE KNOX
Glen Ridge, New Jersey

JANE LOUISE KOHL
Ashby, Massachusetts

ALEXANDRA BUSHNELL KUBLER
New Haven, Connecticut

SALLY-ANN LAWRENCE
Farmington, Connecticut

SALLY SCOFIELD LAWRENCE
Andover, Massachusetts

BARBARA FULLER LEECH
Greenwich, Connecticut

LOUISA LEHMANN
Dublin, New Hampshire

FREDERICA NORD LINDBECK
Jamestown, New York

KATHERINE ROBERTA LOCKWOOD
New Rochelle, New York

MOLLIE BENNETT LUPE
San Antonio, Texas

ANNE PIERREPONT LUQUER
New York, New York

ELLEN ANNE MACKINNON
Plymouth, Massachusetts

JOSEPHINE MARVEL
Washingtonville, New York

JOAN VALERIE MATTHEWS
Andover, Massachusetts

ELIZABETH MCGUIRE
New London, Connecticut

LYNNE McLAUGHLIN
Great Neck, L. I., New York

JANET MARJORIE McLEAN
Portland, Maine

JUDITH NAOMI MEDWED
Newtonville, Massachusetts

EMILY MEYER
Greenwich, Connecticut

MONA LOUISE MINOR
Danville, Kentucky

MARJORIE RAWLS MOORE
Kensington, Connecticut

SUSAN SHELDON MOORE
St. Clair, Michigan

ELEANOR CATHERINE MORGAN
Norman, Oklahoma

DESIER ANNE MOULTON
Staten Island, New York

JENNIFER NEW
Port of Spain, Trinidad, B.W.I.

CYNTHIA NICHOLS
Deerfield, Massachusetts

ANNE LYNETTE NIELSEN
Centreville, Maryland

MARY THÉRÈSE O'CONNOR
Andover, Massachusetts

GWENDOLYN LOUISE ODDY
Orange, Massachusetts

VALERIE STERLING OGDEN
Greenwich, Connecticut

MARGARET GRANT OLIVER
New Canaan, Connecticut

BARBARA LEE ONTHANK
Andover, Massachusetts

MARJORIE HALL ORR
Concord, New Hampshire

FREDERICA TOD OWSLEY
Hubbard, Ohio

ROSEMARY LOUISE OZOONIAN
West Andover, Massachusetts

ELIZABETH HUMPHREYS PARKER
Denver, Colorado

ELLEN PARKER
Canton, Massachusetts

PATRICIA ALLEN PARRISH
Hamilton, Ohio

JOY TROTT PARTRIDGE
Andover, Massachusetts

MARION PEARCE
Fairfield, Connecticut

PATRICIA PEARCE
Fairfield, Connecticut

JOAN ELIZABETH PELLETIER
Penacook, New Hampshire

LESLIA AUGUSTA PELTON
New Britain, Connecticut

DIANA PIERCE
Lakeside, Berrien County, Michigan

PENELOPE JANE POST
Pleasantville, New York

SHEILA SUSAN PRIAL
Fall River, Massachusetts

- BARBARA LEE QUIMBY
Bingham, Maine
- SUSAN ELIZABETH RAIRDON
Toledo, Ohio
- CAROL SHOVE REED
North Conway, New Hampshire
- JUDITH ANN ROBBINS
Chicago, Illinois
- MARGARET MARSH ROTH
Sewickley, Pennsylvania
- MARGARET ROTHWELL
Nonquitt, Massachusetts
- JEAN ALLISON ROUNDY
Andover, Massachusetts
- NANCY MAE RUHLIN
Hampden Highlands, Maine
- ELEANOR RULON-MILLER
Gladwyne, Pennsylvania
- CLAUDIA LEE SANDBERG
Andover, Massachusetts
- MARY ANN SAVAGE
Northeast Harbor, Maine
- SARAH VIDAL SEVERANCE
New Canaan, Massachusetts
- JOSEPHINE ANNE SHANKLIN
Winchester, Massachusetts
- PHEBE ANNE SHERMAN
Greenfield, Massachusetts
- KATE MEREDITH SIDES
Andover, Massachusetts
- JANE ANN SIMPSON
North Andover, Massachusetts
- SHIRLEY MAY SLATER
Farmington, Connecticut
- PAULA SLIFER
Ann Arbor, Michigan
- DEBORAH LOUISE SMITH
Andover, Massachusetts
- LAURIE LEE SMITH
Andover, Massachusetts
- NANCY SARGENT SMITH
Westford, Massachusetts
- MARY ANN SPURGEON
Newton, New Jersey
- HELEN INGRID STAHLBRAND
Boxford, Massachusetts
- NANCY LOU STARTT
Easton, Maryland
- NANCY ELIZABETH STEVENSON
Shawinigan Falls, Quebec, Canada
- MARY LOUISE STIEGLER
Andover, Massachusetts
- SARAH MALANE SULLIVAN
Reading, Pennsylvania
- LUCINDA SMITH SULZBACHER
Roslyn, L. I., New York
- JANE LEA SWEETSIR
Merrimac, Massachusetts
- NANCY SWIFT
Andover, Massachusetts
- ELEANOR PERCY TAFT
Port Washington, L. I., New York
- KATHARINE TAGGARD
Marblehead, Massachusetts
- JANE STEWART TATMAN
Connersville, Indiana
- ELSIE BUCKINGHAM TAYLOR
Bemus Point, New York
- STEPHANIE SHELDON THRALL
Weston, Massachusetts
- SUSAN MARIE TIDD
Manhasset, L. I., New York
- DEBORAH TILLSON
Bedford, Massachusetts
- GAIL ELIZABETH TITCOMB
Andover, Massachusetts
- ANNE BORDEN TRIPP
Adamsville, Rhode Island
- GAIL PENNIMAN TURNER
Fairfield, Connecticut
- ANNE TWOMBLY
North Andover, Massachusetts
- LINDSAY CRAWFORD VANDEVEER
Bloomfield Hills, Michigan
- MARY POINIER WADSWORTH
St. Michaels, Maryland
- WINIFRED SYLVIA WARD
Port Chester, New York
- JUDITH WARREN
Keene, New Hampshire
- SUSAN STILLMAN WATEROUS
East Pepperell, Massachusetts
- MICHAEL IRENE WELCH
Chicago, Illinois
- ELLEN PRENTICE WELLES
Waverly, Pennsylvania
- MARY ADA WELLMAN
Jamestown, New York
- BARBARA BIGELOW WELLS
Newton Highlands, Massachusetts

LINDA HILDRETH WHEELER
Springfield, Vermont

BETSEY LOUISE WHITE
Guilford, Maine

FAITH PERRIN WHITE
Barrington, Rhode Island

SUSAN VIRGINIA WHOLEY
Methuen, Massachusetts

SUSAN ADAMS WICKHAM
Jackson, Michigan

SANDRA ANNE WILES
Marlboro, Massachusetts

LOUISE WOOLDREDGE
Marblehead, Massachusetts

ANNE WOOLVERTON
South Bend, Indiana

CYNTHIA LEAS WORCESTER
Montego Bay, Jamaica, B.W.I.

FRANCES YOUNG
New York, New York

GEOGRAPHICAL DISTRIBUTION OF RESIDENT STUDENTS

1955-1956

Massachusetts	32
Connecticut	28
New York	27
New Hampshire	12
Pennsylvania	11
Maine	6
New Jersey	6
Maryland	5
Michigan	5
Rhode Island	4
Indiana	3
California	2
Florida	2
Illinois	2
Kentucky	2
Vermont	2

Colorado	}	One each
Delaware		
Mississippi		
Montana		
Oklahoma		
Texas		

FOREIGN COUNTRIES

Colombia	}	2
Aruba		
Canada	}	One each
Bahama Islands		
Jamaica		
Panama		
Philippine Islands	}	
Trinidad		

DAY PUPILS	37
BOARDERS	169

EXPENSES

The charge for boarding students is \$2,000 a year; for day students \$650 a year. The charge of \$2,000 for board and tuition includes also: the physical examination fee, the concert and lecture fee, laboratory fees, and seven days' care in the infirmary unless the services of a special nurse are required.

The tuition fee of \$650 for day scholars includes the physical examination fee, lecture and concert fee, tiffin, and laboratory fees, but not luncheon.

CHARGES FOR PRIVATE LESSONS FOR THE SCHOOL YEAR

Piano, Violin, Organ, or Singing		Speech, one lesson a week	100.00
Two half-hour lessons a week	\$250.00	Tutoring, per period	2.00
One half-hour lesson a week	125.00		

Payments are due as follows: Boarding Students, \$25 at the time of registration, for reservation of place; \$975 in September, at the time of entrance; \$1,000 at the beginning of the second semester. Day Students, \$25 at the time of registration, \$300 in September, at the time of entrance, and \$325 at the beginning of the second semester.

The fee of \$25 for the reservation of a place is forfeited if the application is withdrawn.

Charges for private lessons, and other personal expenses such as books and stationery, tutoring, and special chaperoning, are payable at the end of each semester.

The engagement is made for the entire year, or for that part of it remaining after entrance, and no deduction is made for late entrance, absence, or removal before the close of the school year.

A deposit of at least \$75 for spending money, — for payment of student organization dues, for charitable purposes, for travel when taking a week-end, for Saturday leaves, for plays and concerts in Boston (cost of Symphony trips is put on term bills) should be made with the financial secretary in each boarding student's name when school opens. The weekly allowance is also drawn from this account by the student, in accordance with instructions from the parents.

CALENDAR

1956-1957

Tuesday, September 18

Arrival and Registration of New Resident Students before 6 p.m.

Wednesday, September 19

Registration of Re-entering Resident Students before 6 p.m.

Registration of all Day Students, 10 a.m.

Thursday, November 22

Thanksgiving Day

(Friday and Saturday following Thanksgiving are both school days.)

Tuesday, December 18, to Tuesday, January 8, 1957

Christmas Vacation

Tuesday, March 19, to Tuesday, April 2

Spring Vacation

Monday, June 3

Commencement

Tuesday, September 24, 1957

Opening of School

Occasionally some change in the school calendar is necessary. If this occurs, parents will be notified well in advance.

December, 1955

Abbot





ABBOT ACADEMY

The first incorporated school for girls in New England



Founded 1829

ANDOVER • MASSACHUSETTS



Abbot Hall through the Merrill Memorial Gate

Abbot Academy

ABBOT ACADEMY is a college preparatory school whose faculty and administration know from long experience that girls fourteen to eighteen years old can be trained in the way of becoming happy and successful women, not only in college, but in their marriages and careers. The school is able to accomplish this by teaching them to use their minds imaginatively and constructively, to recognize certain spiritual and moral values, and to exercise judgment in the realm of the arts whether literary, musical, or pictorial. Through the study of history and literature, students may glimpse some of the achievements of the past, learn to evaluate the present more wisely and, in some measure, plan their own future more creatively. Through mathematics and science, the girls learn to develop their own processes of logic and reasoning. Every opportunity is given them to study, to compare, and to enjoy, so that they may broaden their personal horizons.

Each girl becomes increasingly aware of her responsibility, both as a person and as a citizen of the school, through the morning Chapel services, as well as through the activities of the student government and the operation of other student organizations. Cooperation and supervision by the faculty provide the individual guidance and counsel so essential to the development of character and personality. Abbot graduates become leaders in college and in their communities in later years, and every effort is made to prepare them to exercise diligence and self-discipline as well as intelligence and understanding.



The principles of the founders of the school, set forth in the constitution of the Academy in 1829, sound quaint to our ears, but they express what has been and is the continuing purpose of the school: "to regulate the tempers, to improve the taste, to discipline and enlarge the minds, and to form the morals of the youth who may be members of it; . . . Solid acquirements shall always have precedence of those which are merely showy, and the useful of those which are merely ornamental.

"Trusting to the All-wise and Beneficent Disposer of events to favor this our humble attempt to advance the cause of human happiness, we humbly commit it to his patronage and blessing."

Abbot is singularly fortunate in its location in a lovely, historic New England town easily accessible to Boston. Andover has been very much aware of educational and spiritual needs since Phillips Academy, for boys, was founded during the Revolution, and later the Andover Theological Seminary, now removed to Newton. The presence of these and other schools has always kept cultural interests alive in the town.

Although Andover like other communities is still growing, the wide streets near Abbot are lined with handsome eighteenth and early nineteenth century houses telling of early years of prosperity and good taste. One may stand on Andover Hill and look over the Merrimack Valley to Monadnock and Wachusett; or one may walk out of town among the "woods and templed hills." It was here that Dr. Samuel F. Smith wrote "America."

Yet Andover is part of a busier world; it can be reached easily by car — three quarters of an hour from Logan Airport, for instance, or from Boston's center. Lawrence Airport is even nearer. The Boston and Maine offers many trains which take little more than half-an-hour to or from the North Station. Driving from the West or the South one can pick up the highway circling Boston, Route No. 128, and turn north on Route No. 28 to reach the school.

The School Campus

THE HEART OF THE SCHOOL, so to speak, is Abbot Hall with its white pillars. For many years after it was built, in 1828, it was the main building of the school. The first money available to implement the idea of the far-sighted people of Andover for a "Female Seminary" was the gift of Madam Sarah Abbot, for whom the school was then named. Here in Abbot Hall is the Chapel which for generations of Abbot girls has served as a place of peace and inspiration. Above the Chapel, the observatory is equipped with a five-inch Alvin Clark telescope, and on lower floors are the science laboratories and bookshop. In a more recent wing is the well proportioned John-Esther Gallery. Abbot is fortunate in having good space and opportunity for exhibitions of painting, sculpture, or minor arts.

Far larger and now the center of school life, Draper Hall, directly across the circle from the Merrill Memorial Gate, holds the offices, reception rooms, library, and dining room, and the dormitory rooms of the two upper classes. Two wings of this building were added in 1941 to complete a hollow square. In one wing, the Means Memorial Library with the stacks below, houses some thirteen thousand volumes. It is a pleasant place to study, and for leisure reading the Chickering Room offers comfortable quiet.

The dining room in memory of Bertha M. Bailey, the Principal from 1912 to 1935, is particularly attractive, with long windows on two sides, looking out to the lower campus. Here the students eat at round tables and are responsible for the work of setting, serving, and clearing the tables by turns. This room is also used for the Senior Promenade in the spring.

A separate building for classrooms was built in 1904 by Alumnae and friends of the school in memory of the McKeen sisters, Miss Philena and Miss Phoebe, who set their stamp on the school during the principalship of Miss Philena from 1859 to 1892. In addition to the light and pleasant classrooms, an auditorium for school plays, recitals, concerts, and lectures was given by Mr. George D. Davis in memory of his father, the Honorable George L. Davis. It includes a pipe organ, the gift of Dorothy Davis Rimmer, which is used for lessons and the traditional Christmas service.





For dormitories, in addition to Draper Hall, Abbey House was built in 1937 through the generosity of Mrs. Emily F. Abbey Gill, for ninth and tenth grade boarding students. Several pleasant old houses are used for small boarding units for a dozen or so girls, and for two faculty members. Two of these are on the campus, Sherman Cottage and Sunset Lodge; while two are just across the street, the Draper Homestead and Ripley House. Every care is taken for the safety and supervision of the girls living in these houses. In all dormitories the girls may live in a single room, a double, or a suite of two rooms for two or three girls. A new girl may indicate whether or not she wishes a roommate, and a returning girl may choose her own roommate.

A separate faculty house, a handsome brick house opposite the John-Esther Gallery, provides guest rooms and lodging for a few members of the faculty. The George Ezra Abbot Gymnasium, built in 1955, is the most recent improvement of the campus. It includes space for several simultaneous activities, basketball or badminton, fencing or tumbling, modern dance or ping pong. With its kitchen, the gymnasium can be used for student parties and for informal dances. The day students have locker and shower rooms, also, in the Gymnasium.

The well equipped Antoinette Hall Taylor Infirmary serves as clinic, infirmary, and hospital. Two experienced graduate nurses are on duty there and a physician makes frequent visits to the school.

School Organizations and Extra Curricular Activities

APART FROM the formal instruction and learning, it is the plan of the school to create a happy and cheerful environment. The administration, the faculty, and the students themselves share the responsibility of the smooth running of so large a group. Only those regulations are enforced which seem necessary for the welfare of the largest number, and only those restrictions are imposed which experience has shown will lead to the best development of the individual. It is evident that the community life is bound to be less free for the individual than it would be in a small family, but there is at the school a noteworthy spirit of cheerful loyalty and integrity which characterizes the student body as a whole.

Several student organizations play a considerable part in enriching the school life. Through the Student Government Association, self-discipline and consideration of the rights of others are encouraged, in preparation for later life. The Student Council cooperates with the administration and may act as a judicial, an executive, or a legislative body. Students are appointed from each corridor or house to serve as proctors, and help the teachers to maintain the order and dignity of the students.

The Abbot Christian Association has a vital influence upon the school. Abbot is not sectarian. A simple Christian service is held in the Chapel every school-day morning; one day each week the A.C.A. officers plan and conduct this, and on the



other days the Principal or one of the members of the faculty. On Sunday mornings the girls attend one of the town churches, or occasionally the Chapel at Phillips Academy. On Sunday evening attendance is required at the Vesper service in the Abbot Chapel conducted by distinguished ministers of various denominations and faiths. Two or three times a year these services are led by the students. The A.C.A. also concerns itself with welcoming new students and helping them to feel at home. It is the agency whereby the students are introduced to the endless needs of people less fortunate than themselves, and is the channel for the welfare work of the school, both for this country and others. Special interest is shown in educational work throughout the world, and the student representatives of World University Service are very active.

The Abbot Athletic Association includes all students as members and all have a voice in its administration. Its purpose is to further interest in athletic activities as a means of promoting physical efficiency and good sportsmanship. The school is divided into two clubs, the Griffins and the Gargoyles, who compete in all sports. At the end of the year an award is made to the winning club.

Besides the gymnasium, sports offered in the winter, there is skating and skiing whenever possible. In the fall and spring, the girls may play tennis, field hockey, soccer, lacrosse, or baseball. Horseback riding can be elected as a regular sport and on Saturday mornings the girls may ride or canoe. Walking in pairs and groups





After church on Sundays, girls may occasionally have permission to go out for dinner, but in general Sunday is considered to be a day of quiet. The afternoon may be spent in reading, or in listening to music. Girls may take walks or play tennis or badminton.

Admission and Course of Study

PUPILS ARE CHOSEN for admission on the basis of their previous school records, recommendation from the school, and, if possible, personal interviews. No entrance examinations are administered since the candidates often come from great distances, but placement tests are usually sent to the girls who have been admitted in order that they may be correctly placed at the various levels of study. Early application is highly desirable; the decisions are generally made in December of the year preceding the September entrance. A deposit of \$25 is required with each application and if the candidate is not accepted, the fee will be refunded; in general it will not be returned in the case of the withdrawal of a candidate. If she is accepted, the deposit fee will be applied to the second term bill.

Entrance may be won to any of the four classes: the Preparatory (ninth grade); Junior (tenth grade); Senior-Middle (eleventh grade); and Senior (twelfth grade). For the school to accept a single-year Senior, however, is not customary. In all





classes the student takes at least four subjects; a fifth may be taken whenever necessary for credits, or when desired for special interest. All courses are geared to college requirements and the upper class ones are planned to give the students thorough preparation for college work.

In addition to the major subjects, opportunities made for the girls to take several once-a-week classes such as Bible, Speech, Art, Music, or Music Appreciation. The program of each girl includes the selection from these subjects that meets her particular needs. Every girl participates in choral singing for at least one period a week.

The classes in each subject are kept small. The number of teachers in proportion to students is large. Any student may confer with her teacher at least once a week. A quarterly report of the standing of each girl in her studies and conduct is sent to her parents or guardian.

Scholarships

SCHOLARSHIPS are awarded on the basis of need as stated by parent or guardian, in a form available upon request. Scholarships are rarely given for more than one-half the tuition amount, and the average is somewhat lower. These awards are confidential, and the recipients are simply required to maintain satisfactory grades and to be good citizens of the school.



Departments of Study

THE AIM of all departments is to give the students a clear understanding of the use of their own language, both spoken and written, and to make them feel the need of living with good books. But in the *English* classes particular effort is made to develop in students the power to read accurately, to think clearly, and to express thought in simple, idiomatic English. There are frequent opportunities for writing, but it is primarily through the study and discussion of literature that the department hopes to emphasize the pleasures of reading and to develop and strengthen high standards of taste and judgment.

In *History*, four courses are offered: Ancient, Medieval and Modern, English, and American History. In all of the history courses stress is laid on the social, economic, and cultural life of the people, in addition to the political and diplomatic history. The study of the text-book is supplemented by much collateral reading, with the use of primary as well as secondary sources.

In *Latin*, four levels of work are offered. Latin is begun at Abbot in the ninth grade, although it is quite possible for an incoming tenth grade student to begin it. Although the colleges no longer require Latin, they nevertheless strongly recommend its study. The aim of the Latin department is to teach students to read Latin authors intelligently and with appreciation. At the same time the values of

McKeen
Hall
with
classrooms
and
auditorium





Latin for an understanding of English and other modern languages receive constant emphasis in the study of derivatives and of word formation. Translation from Latin into careful and idiomatic English trains the pupils in logical thinking; it also cultivates discrimination in the choice of words, and helps to build up an English vocabulary that is rich and accurate.

In the courses in *Modern Languages*, the aim is to open widening horizons through first-hand contacts with a foreign tongue, to familiarize pupils with foreign countries and their culture, thus creating sympathetic understanding, and awakening a vital and lasting interest in the people whose language is being studied. The exclusive use of French or Spanish in the classrooms from the beginning, and at the language tables in the dining room, make the students much more aware of the modern language as the living expression of a contemporary society. Four years of French and three of Spanish are offered.

Courses are offered in *Biology*, *Chemistry*, and *Physics*. In all the sciences study is carried on by both classroom and laboratory methods. Well-equipped laboratories and a good science library offer excellent opportunities for the development of interest in either the physical or the biological sciences. In all of the teaching in science the aim is to develop in the student the ability to understand the laws of nature through materials used in the laboratory, and to develop initiative and self-reliance in inquiry and thought.



In *Mathematics* four levels of study are offered. The first course includes algebra and a brief introduction to geometry; the second is primarily a study of plane geometry; the third completes the study of elementary algebra and plane geometry, and includes numerical trigonometry; the fourth is a study of trigonometry, advanced algebra and a little solid geometry. In the teaching of mathematics, the aim is to develop in the student logical reasoning and accuracy of expression.

Several courses in the study of the *Bible* are offered; one covers the life of Christ, another Old Testament literature, and a third is a study of the teachings of Christ with relation to present day living. The effort is made to cultivate an appreciation of the Bible as literature, and to stimulate thoughtful analysis of religious and ethical problems. Familiarity with the King James version of the Bible is one of the principal aims of the course. These classes are not offered for college admission credit.

In *Art* classroom work in history and appreciation as well as studio work are offered. The studio courses are planned to train the student in the essentials of good design and various techniques of execution. Individual talent is encouraged. The studios are well-lighted and well-equipped. The library contains a large collection of books on art, and a comprehensive file of prints for reference and study. The work in *History of Art* includes a college credit survey course covering the art of the past and that of the contemporary period.

The *Department of Music* offers systematic instruction in pianoforte and organ playing; in singing, in appreciation, in harmony, and in musical theory and history. The ability, accomplishment, and purpose of each student are examined before work is assigned, and the course of instruction is determined by the needs of the individual. Facilities for music study are thoroughly adequate. Sound-proof practice rooms, studios for each instructor, and a modern three manual organ offer opportunity for study under excellent conditions. Instruction is given to all students in the school in chorus and hymn singing. The Fidelio Society offers opportunity for advanced study of choral music and part singing. Recitals by the music pupils in all departments accustom them to public performance.

A theory course in *Music* includes appreciation and history, harmony and ear training, and the technical study of instrument and voice. This course may be taken for College Entrance credit.

Speech and Dramatics. Careful attention is given to *Spoken English*. The purpose of the fundamental course is to develop a good speaking voice, to improve speech, and to correct any defects in diction, as well as to establish ease and poise in speaking before a group. Instruction is given in public reading and acting, and principles of dramatic interpretation are applied to various forms of literature. Several



Abbey House

plays are produced by the students each year under the direction of a trained and experienced instructor.

Typewriting. Elementary instruction is offered in typing for those who wish to learn to type their own papers in school and college.

Physical Education. Instruction in individual and team sports is given by experienced and thoroughly trained instructors, and the establishment of good health habits is considered one of the most important elements in the education offered by the school.

Constant supervision by the trained nurses and the Physical Education teachers, as well as by the Corridor teachers, aid in maintaining the excellent health record of the school.



At the beginning of the year, each girl is given a thorough medical and physical examination and any irregularities which may be found are followed up by the physical director and by the school nurses and special work is planned to suit the individual needs. Unless in the opinion of a physician it is unwise for her to do so, each student is required to take regular work in physical education. Those students who are found to have poor posture are given individual corrective work, and marked improvement is made.

Requirements for Graduation

THE COLLEGE PREPARATORY COURSE meets the requirements of the leading colleges for women. It prepares students for entrance, either by certification or examination, to all colleges for women, coeducational colleges, and universities.

Ordinarily sixteen units are required for entrance to college. A point, or unit, is given for a full year's study in one of the prescribed college preparatory subjects. Four units in English, five in languages (including two of one language and three of another), two or three of mathematics, one of science, and one of history are generally prescribed. Latin is strongly advised. Additional units may be attained in languages, history, science, mathematics, music, or art.

The diploma of the school is given for satisfactory completion of sixteen units of work. Occasionally the diploma is given for fifteen units but only in instances where the students have shown such proficiency in college board examinations as well as in their class room work that the school feels warranted in recommending them to the college of their choice.

The Daily Schedule

BREAKFAST	7:15
(Saturdays 8:00 a.m. Sundays 8:30-9:30 a.m.)	
CHAPEL	8:05
CLASSES	8:25-10:31
TIFFIN	10:31-10:43
CLASSES	10:43-12:49
LUNCHEON	1:00
REST PERIOD	1:45- 2:15
RECREATION AND PHYSICAL EDUCATION . .	2:15- 4:30
STUDY HOUR	4:50- 6:13
DINNER	6:23
STUDY HOUR	7:15- 9:00
LIGHTS OUT: <i>five nights a week</i>	9:30





General Information

THERE is no school uniform. The students are expected to dress simply and appropriately for all occasions. One simple white uniform dress is required, and a uniform sports outfit. All articles of clothing should be marked with the owner's full name.

The students' rooms are furnished with couch beds and one pair of blankets, dressers, desks, and desk chairs. Rugs, curtains, an arm chair, lamps, and linen are provided by the students. The laundering of sheets, pillow cases, towels, and napkins is provided without extra charge.

Parents are requested to cooperate with the school in having their daughters arrive promptly at the beginning of each term and remain until the official closing hour.

The dormitories are not open for occupancy until the opening date announced in the catalogue.

The hotel recommended in Andover is The Andover Inn.

Information about *tuition* and other *expenses* will be found in the supplement to the catalogue. This supplement contains also the names of the faculty, the register of students, and the school calendar for the current year. Further details of general information will be found in the handbook which is sent to every accepted student.



Alumnae Association

THE PURPOSE of the Abbot Alumnae Association, with a membership of nearly 3500, is to advance the interests of the school and to keep its graduates in touch with one another. The executive secretary has an office at the school, where the archives and files are kept.

Since the Academy was one of the first incorporated schools for girls, the story of its growth, beginning in 1829, is a valuable part of the history of American education. The collection of publications, pictures, clippings, and correspondence is an extremely interesting one. The Secretary edits the quarterly *Alumnae Bulletin* which is sent to all former students, and works with other alumnae officers on the Annual Alumnae Fund campaign.

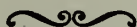
The loyalty of the Alumnae is remarkably evidenced by the funds that have been raised by them during the life of the school. In 1929, the hundredth anniversary of the founding of the Academy, the alumnae made a gift of \$169,000 to the School Endowment, which now amounts to well over a million dollars. A portion of this is restricted for scholarship purposes. The Second Century Fund, through the efforts of alumnae and friends, provided approximately \$140,000 for improvements and additions to the buildings. For the George Ezra Abbot Gymnasium, the Alumnae contributed in excess of \$30,000. Furthermore, the annual Alumnae Gift provides the school with nearly \$10,000 annually which is used for scholarships and for other felt needs.

Graduates of the school are to be found in forty-seven states and in nearly every country of the world. Abbot Alumnae Clubs have been organized in Boston, in New York City, Washington, Detroit, Chicago, Pittsburgh, Philadelphia, Central Ohio, Cleveland, Connecticut, Southern Massachusetts, and in Western and Eastern Maine. The Alumnae Secretary, or the Principal, frequently attends meetings of these clubs.



ABBOT ACADEMY

FOUNDED 1829



SUPPLEMENT

to

CATALOGUE

for

1957-1958



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Jeannette Colton Killian
and her Guitar

Kate Friskin
Pianoforte Recital

Bennington Drama Group

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The fee of \$25 for the reservation of a place is forfeited if the application is withdrawn.

Charges for private lessons, and other personal expenses such as books and stationery, tutoring, and special chaperoning, are payable at the end of each semester.

The engagement is made for the entire year, or for that part of it remaining after entrance, and no deduction is made for late entrance, absence, or removal before the close of the school year.

A deposit of at least \$75 for spending money, — for payment of student organization dues, for charitable purposes, for travel when taking a week-end, for Saturday leaves, for plays and concerts in Boston (cost of Symphony trips is put on term bills) should be made with the financial secretary in each boarding student's name when school opens. The weekly allowance is also drawn from this account by the student, in accordance with instructions from the parents.

CALENDAR

1957-1958

Tuesday, September 17

Arrival and Registration of New Resident Students before 6 p.m.

Wednesday, September 18

Registration of Re-entering Resident Students before 6 p.m.

Registration of all Day Students, 10 a.m.

Thursday, November 28

Thanksgiving Day

(Friday and Saturday following Thanksgiving are both school days.)

Tuesday, December 17, to Tuesday, January 7, 1957

Christmas Vacation

Tuesday, March 25, to Tuesday, April 8

Spring Vacation

Monday, June 2

Commencement

Tuesday, September 16, 1958

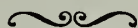
Opening of School

Occasionally some change in the school calendar is necessary. If this occurs, parents will be notified well in advance.

December, 1956

ABBOT ACADEMY

FOUNDED 1829



SUPPLEMENT

to

CATALOGUE

for

1958-1959



ANDOVER • MASSACHUSETTS

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Baccalaureat-es-Lettres, University of Rennes
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Ecole Normale Moyenne de L'Etat, Liège, Belgique (Germanic Languages); British Council Summer School, Brussels
Casa de la America Latina, Université Libre de Bruxelles, Universidad Menéndez Pelayo, Santander, España (Spanish Language)
Istituto di Cultura di Bruxelles, Università di Perugia, Italia (Italian Language)
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A.B. Middlebury College; Graduate work at New York State College for Teachers, McGill University and the Sorbonne
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A.B., M.A. Smith College

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PAUL WERNER	MATHEMATICS
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<i>B.S. Sheffield, England; Diploma in Administration, University of Leeds</i>	
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<i>A.B. Harvard University</i>	
PATIENCE ELAINE HALEY	ART
<i>A.B. Oberlin College</i>	
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<i>A.B. University of Wisconsin, M.A. Hartford School of Religious Education</i>	
HANS SIDON	BIBLE
<i>A.B., B.D., University of Dubuque; Ph. D. Graduate School, Southern Baptist Theological Seminary</i>	
RAYMOND H. COON	ORGAN, PIANO, THEORY OF MUSIC
<i>New England Conservatory of Music; Studied with Heinrich Gebhard, Boston</i>	
KATE FRISKIN	CHORAL MUSIC, PIANO
<i>Studied at Glasgow Athenaeum, and with Sophie Weisse, D. F. Tovey, and Tobias Mattay</i>	
GERTRUDE TINGLEY	SINGING
<i>Studied with Mme. Poula Frijsh, Percy Rector Stephens, Isidore Luckstone; Solo appearance with the Boston Symphony Orchestra</i>	
JESSIE HIGGINS (MRS. ROGER)	Accompanist
OLTHJE CHRISTINE VON ERPECOM	SPEECH AND DRAMA
<i>Diploma-Royal Academy of Dramatic Art in London; Study at University of Florence, National Theatre of Bergen, Norway, and Old Vic Theatre School of London</i>	
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<i>A.B. Smith College</i>	
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<i>B.S. Madison College</i>	
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LECTURES AND CONCERTS

September 1957 to June 1958

Earle Spicer
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Eddy Asvirnathan
Lecturer on India

Elizabeth Yates
Author, poet, editor

Abbot Academy — Brooks School
Joint Concert and Dance

Nicholas Slonimsky
Musicologist — a lecture — recital

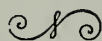
Abbot Academy — Phillips Academy
Joint Concert and Dance

Kate Friskin and Raymond Coon
Duo-Piano Recital

Abbot Academy — Brooks School
Dramatic Production

Abbot Academy — Phillips Exeter
Joint Concert and Dance

Mme. Induk Pakh
First President of College of Berea in Korea



SUNDAY EVENING SPEAKERS

September 1957 to June 1958

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mac, Massachusetts*

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*Free Congregational Church, Andover,
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achusetts*

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*Community Church, Wayzata, Minne-
sota*



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1957-1958

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Massachusetts	28
New York	26
Pennsylvania	15
New Jersey	11
New Hampshire	8
Ohio	6
Maine	5
Illinois	4
Maryland	4
Indiana	3
North Carolina	3
Michigan	3
Florida	3
Kentucky	3
Vermont	3
Rhode Island	2
Wisconsin	2
Tennessee	} one each
Delaware	
Virginia	
W. Virginia	
California	
Colorado	}
New Mexico	

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Canada	2	} one each
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Cuba		
Venezuela		
Colombia		
Aruba		
Panama		
Philippine Islands		
Trinidad		
Syria		
Jamaica		

DAY PUPILS	41
BOARDERS	182

EXPENSES

The charge for boarding students is \$2,250 a year; for day students \$800 a year. The charge of \$2,250 for board and tuition includes also: the physical examination fee, the concert and lecture fee, laboratory fees, and seven days' care in the infirmary unless the services of a special nurse are required.

The tuition fee of \$800 for day scholars includes the physical examination fee, lecture and concert fee, tiffin, and laboratory fees, but not luncheon.

CHARGES FOR PRIVATE LESSONS FOR THE SCHOOL YEAR

Piano, Violin, Organ, or Singing

Two half-hour lessons a week	\$250.00	Speech, one lesson a week	\$100.00
One half-hour lesson a week	125.00	Tutoring, per period	2.00

Payments are due as follows: All applicants, \$15.00 at the time of application; Boarding Students, \$25.00 at the time of registration, for reservation of place; \$1100 in September, at the time of entrance; \$1125 at the beginning of the second semester. Day Students, \$25 at the time of registration, \$375 in September, at the time of entrance, and \$400 at the beginning of the second semester.

The application fee of \$15 is retained by the school, and the fee of \$25 for the reservation of a place is forfeited if the student is withdrawn.

Charges for private lessons, and other personal expenses such as books and stationery, tutoring, and special chaperoning, are payable at the end of each semester.

The engagement is made for the entire year, or for that part of it remaining after entrance, and no deduction is made for late entrance, absence, or removal before the close of school.

A deposit of at least \$75 for spending money, — for payment of students organization dues, for charitable purposes, for travel when taking a week-end, for Saturday leaves, for plays and concerts in Boston (cost of Symphony trips is put on term bills) should be made with the financial secretary in each boarding student's name when school opens. The weekly allowance is also drawn from this account by the student, in accordance with instructions from the parents.

CALENDAR

1958-1959

Tuesday, September 16

Arrival and Registration of All Resident Students before 6 p.m.

Wednesday, September 18 17

Beginning of term

Thursday, November 29 27

Thanksgiving Day

(Friday and Saturday following Thanksgiving are both school days.)

Tuesday, December 16, to Tuesday, January 6, 1959

Christmas Vacation

Tuesday, March 24, to Tuesday, April 7

Spring Vacation

Monday, June 1

Commencement

Tuesday, September 22, 1959

Opening of School

Occasionally some change in the school calendar is necessary. If this occurs, parents will be notified well in advance.

December, 1957

Abbot





ABBOT ACADEMY

The first incorporated school for girls in New England



Founded 1829

ANDOVER • MASSACHUSETTS



Abbot Hall through the Merrill Memorial Gate

Abbot Academy

ABBOT ACADEMY is a college preparatory school whose faculty and administration know from long experience that girls fourteen to eighteen years old can be trained in the way of becoming happy and successful women, not only in college, but in their marriages and careers. The school is able to accomplish this by teaching them to use their minds imaginatively and constructively, to recognize certain spiritual and moral values, and to exercise judgment in the realm of the arts whether literary, musical, or pictorial. Through the study of history and literature, students may glimpse some of the achievements of the past, learn to evaluate the present more wisely and, in some measure, plan their own future more creatively. Through mathematics and science, the girls learn to develop their own processes of logic and reasoning. Every opportunity is given them to study, to compare, and to enjoy, so that they may broaden their personal horizons.

Each girl becomes increasingly aware of her responsibility, both as a person and as a citizen of the school, through the morning Chapel services, as well as through the activities of the student government and the operation of other student organizations. Cooperation and supervision by the faculty provide the individual guidance and counsel so essential to the development of character and personality. Abbot graduates become leaders in college and in their communities in later years, and every effort is made to prepare them to exercise diligence and self-discipline as well as intelligence and understanding.



The principles of the founders of the school, set forth in the constitution of the Academy in 1829, sound quaint to our ears, but they express what has been and is the continuing purpose of the school: "to regulate the tempers, to improve the taste, to discipline and enlarge the minds, and to form the morals of the youth who may be members of it; . . . Solid acquirements shall always have precedence of those which are merely showy, and the useful of those which are merely ornamental.

"Trusting to the All-wise and Beneficent Disposer of events to favor this our humble attempt to advance the cause of human happiness, we humbly commit it to his patronage and blessing."

Abbot is singularly fortunate in its location in a lovely, historic New England town easily accessible to Boston. Andover has been very much aware of educational and spiritual needs since Phillips Academy, for boys, was founded during the Revolution, and later the Andover Theological Seminary, now removed to Newton. The presence of these and other schools has always kept cultural interests alive in the town.

Although Andover like other communities is still growing, the wide streets near Abbot are lined with handsome eighteenth and early nineteenth century houses telling of early years of prosperity and good taste. One may stand on Andover Hill and look over the Merrimack Valley to Monadnock and Wachusett; or one may walk out of town among the "woods and templed hills." It was here that Dr. Samuel F. Smith wrote "America."

Yet Andover is part of a busier world; it can be reached easily by car — three quarters of an hour from Logan Airport, for instance, or from Boston's center. Lawrence Airport is even nearer. The Boston and Maine offers many trains which take little more than half-an-hour to or from the North Station. Driving from the West or the South one can pick up the highway circling Boston, Route No. 128, and turn north on Route No. 28 to reach the school.

The School Campus

THE HEART OF THE SCHOOL, so to speak, is Abbot Hall with its white pillars. For many years after it was built, in 1828, it was the main building of the school. The first money available to implement the idea of the far-sighted people of Andover for a "Female Seminary" was the gift of Madam Sarah Abbot, for whom the school was then named. Here in Abbot Hall is the Chapel which for generations of Abbot girls has served as a place of peace and inspiration. Above the Chapel, the observatory is equipped with a five-inch Alvin Clark telescope, and on lower floors are the science laboratories and bookshop. In a more recent wing is the well proportioned John-Esther Gallery. Abbot is fortunate in having good space and opportunity for exhibitions of painting, sculpture, or minor arts.

Far larger and now the center of school life, Draper Hall, directly across the circle from the Merrill Memorial Gate, holds the offices, reception rooms, library, and dining room, and the dormitory rooms of the two upper classes. Two wings of this building were added in 1941 to complete a hollow square. In one wing, the Means Memorial Library with the stacks below, houses some thirteen thousand volumes. It is a pleasant place to study, and for leisure reading the Chickering Room offers comfortable quiet.

The dining room in memory of Bertha M. Bailey, the Principal from 1912 to 1935, is particularly attractive, with long windows on two sides, looking out to the lower campus. Here the students eat at round tables and are responsible for the work of setting, serving, and clearing the tables by turns.

A separate building for classrooms was built in 1904 by Alumnae and friends of the school in memory of the McKeen sisters, Miss Philena and Miss Phoebe, who set their stamp on the school during the principalship of Miss Philena from 1859 to 1892. In addition to the light and pleasant classrooms, an auditorium for school plays, recitals, concerts, and lectures was given by Mr. George D. Davis in memory of his father, the Honorable George L. Davis. It includes a pipe organ, the gift of Dorothy Davis Rimmer, which is used for lessons and the traditional Christmas service.





For dormitories, in addition to Draper Hall, Abbey House was built in 1937 through the generosity of Mrs. Emily F. Abbey Gill, for tenth grade girls, called "Juniors" at Abbot. Two pleasant old houses are used for smaller boarding units; Sherman for the ninth grade "Preps", and French House for more Juniors. Every care is taken for the safety and supervision of the girls living in these houses. In all dormitories the girls may live in a single room, a double, or a suite of two rooms for two or three girls. A new girl may indicate whether or not she wishes a roommate, and a returning girl may choose her own roommate.

A separate faculty house, a handsome brick house opposite the John-Esther Gallery, provides guest rooms and lodging for a few members of the faculty. The George Ezra Abbot Gymnasium, built in 1955, is the most recent improvement of the campus. It includes space for several simultaneous activities, basketball or badminton, fencing or tumbling, modern dance or ping pong. With its kitchen, the gymnasium can be used for student parties and for informal dances. The day students have locker and shower rooms, also, in the Gymnasium.

The well equipped Antoinette Hall Taylor Infirmary serves as clinic, infirmary, and hospital. Two experienced graduate nurses are on duty there and a physician makes frequent visits to the school.

In 1959 the old house "Sunset Lodge" became the Alumnae headquarters. From here the Alumnae Bulletin is sent out to all former Abbot girls; the files are kept up-to-date; and meetings of various Alumnae groups are held. Several bedrooms are kept for the use of alumnae, especially alumnae mothers of girls in school.

School Organizations and Extra Curricular Activities

APART FROM the formal instruction and learning, it is the plan of the school to create a happy and cheerful environment. The administration, the faculty, and the students themselves share the responsibility of the smooth running of so large a group. Only those regulations are enforced which seem necessary for the welfare of the largest number, and only those restrictions are imposed which experience has shown will lead to the best development of the individual. It is evident that the community life is bound to be less free for the individual than it would be in a small family, but there is at the school a noteworthy spirit of cheerful loyalty and integrity which characterizes the student body as a whole.

Several student organizations play a considerable part in enriching the school life. Through the Student Government Association, self-discipline and consideration of the rights of others are encouraged, in preparation for later life. The Student Council cooperates with the administration and may act as a judicial, an executive, or a legislative body. Students are chosen from each corridor or house to serve as proctors, and help the teachers to maintain the order and dignity of the students. These proctors, with other class officers, meet regularly in a Student Forum, to discuss recommendations to the Council, who in turn carry questions or problems to the Administration.

The Abbot Christian Association has a vital influence upon the school. Abbot is not sectarian. A simple Christian service is held in the Chapel every school-day morning; one day each week the A.C.A. officers plan and conduct this, and on the



other days the Principal or one of the members of the faculty. On Sunday mornings the girls attend one of the town churches, or occasionally the Chapel at Phillips Academy. On Sunday evening attendance is required at the Vesper service in the Abbot Chapel conducted by distinguished ministers of various denominations and faiths. Two or three times a year these services are led by the students. The A.C.A. also concerns itself with welcoming new students and helping them to feel at home. It is the agency whereby the students are introduced to the endless needs of people less fortunate than themselves, and is the channel for the welfare work of the school, both for this country and others. Special interest is shown in educational work throughout the world, and the student representatives of World University Service are very active.

The Abbot Athletic Association includes all students as members and all have a voice in its administration. Its purpose is to further interest in athletic activities as a means of promoting physical efficiency and good sportsmanship. The school is divided into two clubs, the Griffins and the Gargoyles, who compete in all sports. At the end of the year an award is made to the winning club.

Besides the gymnasium sports offered in the winter, there is skating and skiing whenever possible. In the fall and spring, the girls may play tennis, field hockey, soccer, lacrosse, or baseball. Horseback riding can be elected as a regular sport and on Saturday mornings the girls may ride or canoe. Walking in pairs and groups





McKeen Hall — classrooms and auditorium

in and around Andover is encouraged and "counts" for athletic points. The "A" Society includes all students who have attained noteworthy success in sports and whose citizenship standing is high.

Other organizations of a more specialized character include the Fidelio Society, the singing group which presents several joint concerts during the year with such schools as Phillips Exeter, Brooks, and Phillips Academy, Andover. The Choir, twenty girls, gives special concerts and sings at the regular Sunday evening Vesper service.

The drama class presents two plays a year (other plays are also given). The students are trained in all phases of play production. The Dance Group gives a dance concert near the end of the year. Students who are interested in writing and editing may serve on the Board of *COURANT*, the student magazine, of the *CYNOSURE*, the school newspaper, or of the *CIRCLE*, the senior yearbook. The latter is edited, of course, entirely by Seniors.

Each year in the spring, elections to the Cum Laude Society are announced. This is an inter-school society which bears the same relationship to secondary schools as that of Phi Beta Kappa to colleges. Membership depends upon a very high quality of scholastic achievement.

Week Ends

THE PACE OF THE SCHOOL changes on Friday evenings — instead of the usual study hour, there may be a visiting speaker, a school "town meeting," current events forum, or other activities. Girls may leave the school for one week end each term, after Friday luncheon, returning in time for Vespers on Sunday.

On Saturdays, after Study Hall, the school has a holiday. Girls may take a "Saturday Leave" with friends or relatives several times during the year. They may go into Boston; the younger girls are always chaperoned; seniors may go in pairs or in groups for shopping or a matinee. Sometimes bus trips are planned to interesting near-by towns such as Salem and Marblehead, or Concord and Lexington. Groups of girls may be taken to Boston for a play or concert, on Saturday or Sunday. Those who stay at the school may go to the football games at Phillips Academy, or to the movies in Andover. Boys from Phillips Academy come to Abbot to call on the girls late Saturday afternoon. They have tea and dance informally, or they may walk on the grounds. Opportunity is provided for the girls to meet Phillips boys, either on a Saturday afternoon or at a "mixer."

On Saturday evenings, there is nearly always some entertainment at the school, a lecture, a recital by a member of the faculty, or a visiting artist. Sometimes films are presented, or students entertain the school with plays or other productions.





After church on Sundays, girls may occasionally have permission to go out for dinner, and the afternoon, but in general Sunday is considered to be a day of quiet. Girls may take walks or play tennis or badminton.

Admission and Course of Study

PUPILS ARE CHOSEN for admission on the basis of their previous school records, recommendation from the school, and, if possible, personal interviews. Candidates are asked to take the Secondary School Admissions Tests, administered by the Educational Testing Service, in December, February or April of each year. It is most helpful to both candidate and school if she will take this test a year and a half before her projected entrance. If she is applying to enter in the tenth grade she should take the Secondary School Admissions Test in April of her *eighth* grade year.

In addition to — or occasionally in place of — these tests, placement tests are sent to the girls who have been admitted in order that they may be correctly placed at the various levels of study. Early application is highly desirable; the decisions are generally made in December of the year preceding the September entrance. A fee of \$15 is required with each application, and a registration fee of \$25 when the girl is accepted and accepts in her turn the place reserved for her. The latter fee is applied to her tuition bill.

Entrance may be won to any of the four classes: the Preparatory (ninth grade); Junior (tenth grade); Senior-Middle (eleventh grade); and Senior (twelfth grade). For the school to accept a single-year Senior, however, is not customary. In all





classes the student takes at least four subjects, and a fifth is taken by many. All courses are geared to college requirements and the upper class ones are planned to give the students thorough preparation for college work.

In addition to the major subjects, opportunities made for the girls to take several once-a-week classes such as Bible, Speech, Art, Music, or Music Appreciation. The program of each girl includes the selection from these subjects that meets her particular needs. Every girl participates in choral singing for at least one period a week.

The classes in each subject are kept small. The number of teachers in proportion to students is large. Any student may confer with her teacher at least once a week. A quarterly report of the standing of each girl in her studies and conduct is sent to her parents or guardian.

Scholarships

SCHOLARSHIPS are awarded on the basis of need as stated by parent or guardian, in a form available upon request. Scholarships are rarely given for more than one-half the tuition amount, and the average is somewhat lower. These awards are confidential, and the recipients are simply required to maintain satisfactory grades and to be good citizens of the school.



Departments of Study

THE AIM of all departments is to give the students a clear understanding of the use of their own language, both spoken and written, and to make them feel the need of living with good books. But in the *English* classes particular effort is made to develop in students the power to read accurately, to think clearly, and to express thought in simple, idiomatic English. There are frequent opportunities for writing. Through the study and discussion of literature the department hopes to emphasize the pleasures of reading and to develop and strengthen high standards of taste and judgment.

In *History*, five courses are offered: Ancient and Mediaeval History, The Modern World, English History, The Far East, and American History. In all of the history courses stress is laid on the social, economic, and cultural life of the people, in addition to the political and diplomatic history. The study of the text-book is supplemented by much collateral reading, with the use of primary as well as secondary sources.

In *Latin*, four levels of work are offered. Latin is begun at Abbot in the ninth grade, although it is quite possible for an incoming tenth grade student to begin it. Although the colleges no longer require Latin, they nevertheless strongly recommend its study. The aim of the Latin department is to teach students to read Latin authors intelligently and with appreciation. At the same time the values of





Latin for an understanding of English and other modern languages receive constant emphasis in the study of derivatives and of word formation. Translation from Latin into careful and idiomatic English trains the pupils in logical thinking; it also cultivates discrimination in the choice of words, and helps to build up an English vocabulary that is rich and accurate.

In the courses in *Modern Languages*, the aim is to open widening horizons through first-hand contacts with a foreign tongue, to familiarize pupils with foreign countries and their culture, thus creating sympathetic understanding, and awakening a vital and lasting interest in the people whose language is being studied. The exclusive use of French or Spanish in the classrooms from the beginning, and at the language tables in the dining room, make the students much more aware of the modern language as the living expression of a contemporary society. Five levels of French and four of Spanish are offered. A language laboratory offers a splendid opportunity to develop comprehension and fluency as a supplement to the classroom work.

Courses are offered in *Biology*, *Chemistry*, and *Physics*. In all the sciences study is carried on by both classroom and laboratory methods. Well-equipped laboratories and a good science library offer excellent opportunities for the development of interest in either the physical or the biological sciences. In all of the teaching in science the aim is to develop in the student the ability to understand the laws of nature through materials used in the laboratory, and to develop initiative and self-reliance in inquiry and thought.



In *Mathematics* four levels of study are offered. The first course includes algebra and a brief introduction to geometry; the second is primarily a study of plane geometry; the third completes the study of elementary algebra and plane geometry, and includes numerical trigonometry; the fourth is a study of trigonometry, advanced algebra and a little solid geometry. In the teaching of mathematics, the aim is to develop in the student logical reasoning and accuracy of expression.

Several courses in the study of the *Bible* are offered; one covers the life of Christ, another Old Testament literature, and a third is a study of the teachings of Christ with relation to present day living. The effort is made to cultivate an appreciation of the Bible as literature, and to stimulate thoughtful analysis of religious and ethical problems. Familiarity with the King James version of the Bible is one of the principal aims of the course. These classes are not offered for college admission credit.

In *Art* classroom work in history and appreciation as well as studio work are offered. The studio courses are planned to train the student in the essentials of good design and various techniques of execution. Individual talent is encouraged. The studios are well-lighted and well-equipped. The library contains a large collection of books on art, and a comprehensive file of prints for reference and study. The work in *History of Art* includes a college credit survey course covering the art of the past and that of the contemporary period.

The *Department of Music* offers systematic instruction in pianoforte, organ, and other instruments, such as flute or violin; in singing, in appreciation, in harmony, and in musical theory and history. The ability, accomplishment, and purpose of each student are examined before work is assigned, and the course of instruction is determined by the needs of the individual. Facilities for music study are thoroughly adequate. Sound-proof practice rooms, studios for each instructor, and a modern three manual organ offer opportunity for study under excellent conditions. Instruction is given to all students in the school in chorus and hymn singing. The Fidelio Society offers opportunity for advanced study of choral music and part singing. Recitals by the music pupils in all departments accustom them to public performance.

A theory course in *Music* includes appreciation and history, harmony and ear training, and the technical study of instrument and voice. This course may be taken for College Entrance credit.

Speech and Dramatics. Careful attention is given to *Spoken English*. The purpose of the fundamental course is to develop a good speaking voice, to improve speech, and to correct any defects in diction, as well as to establish ease and poise in speaking before a group. Instruction is given in public reading and acting, and principles of dramatic interpretation are applied to various forms of literature. Several



plays are produced by the students each year under the direction of a trained and experienced instructor.

Typewriting. Elementary instruction is offered in typing for those who wish to learn to type their own papers in school and college.

Physical Education. Instruction in individual and team sports is given by experienced and thoroughly trained instructors, and the establishment of good health habits is considered one of the most important elements in the education offered by the school.

Constant supervision by the trained nurses and the Physical Education teachers, as well as by the Corridor teachers, aid in maintaining the excellent health record of the school.



At the beginning of the year, each girl is given a thorough medical and physical examination and any irregularities which may be found are followed up by the physical director and by the school nurses and special work is planned to suit the individual needs. Unless in the opinion of a physician it is unwise for her to do so, each student is required to take regular work in physical education. Those students who are found to have poor posture are given individual corrective work, and marked improvement is made.

Requirements for Graduation

THE COLLEGE PREPARATORY COURSE meets the requirements of the leading colleges for women. It prepares students for entrance, either by certification or examination, to all colleges for women, coeducational colleges, and universities.

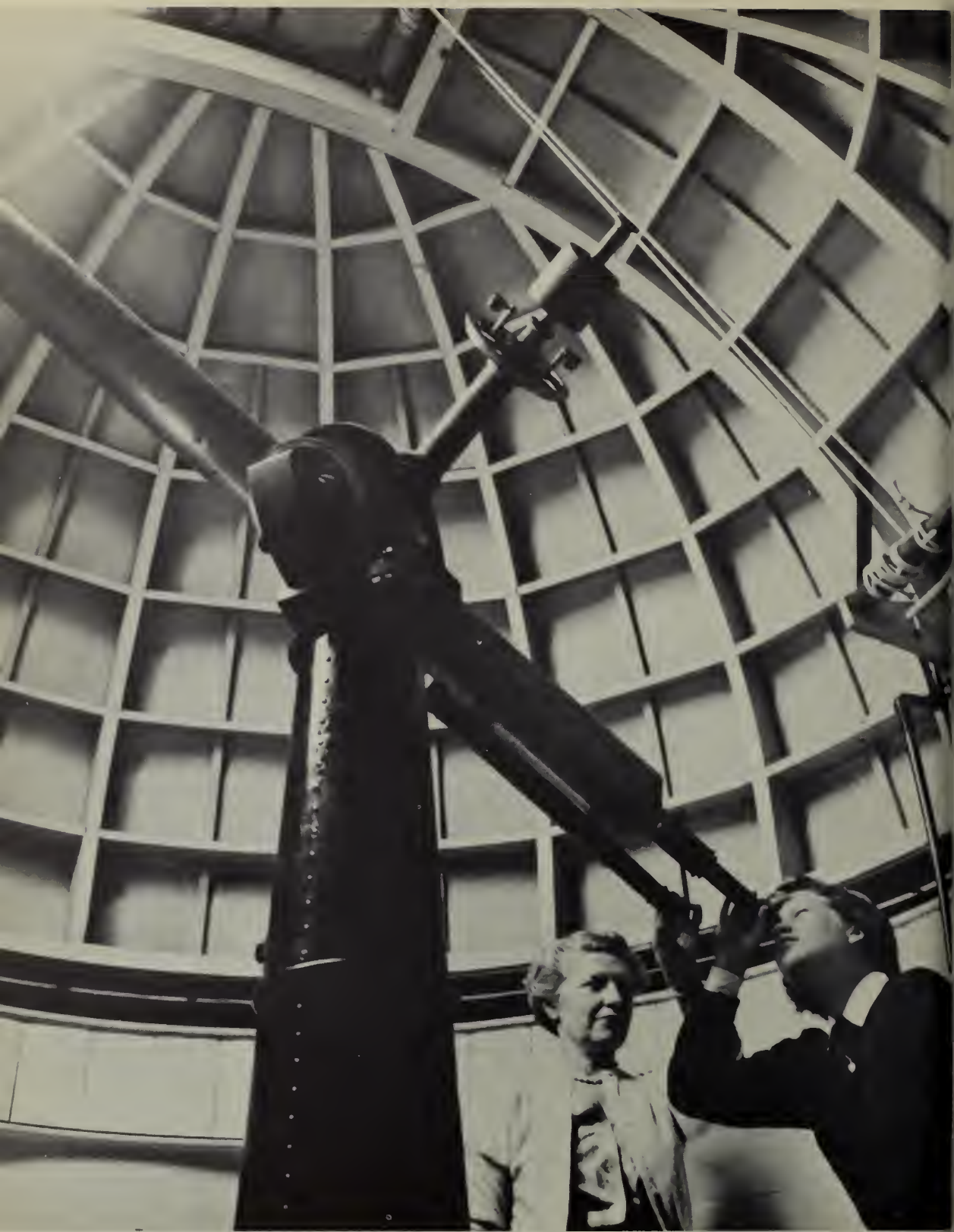
Ordinarily sixteen units are required for graduation and entrance to college. A point, or unit, is given for a full year's study in one of the prescribed college preparatory subjects. At least four units in English, five in languages (including two of one language and three of another), three or four in Mathematics, one in science and two in History are taken. Latin is strongly advised. Additional units may be attained in languages, history, science, mathematics, music theory, or art history.



The Daily Schedule

BREAKFAST	7:15
(Saturdays 7:45 a. m. Sundays 8:30-9:30 a.m.)	
CHAPEL	8:00
CLASSES	8:25-11:00
TIFFIN	11:00-11:10
CLASSES	11:10-12:50
LUNCHEON	1:00
FREE PERIOD	1:30-2:00
RECREATION AND PHYSICAL EDUCATION	2:00-4:30
STUDY HOUR	4:50-6:13
DINNER	6:23
STUDY HOUR	7:15-9:00
LIGHTS OUT: <i>five nights a week</i>	9:30
LIGHTS OUT: FOR SENIORS	10:15





General Information

THERE is no school uniform. The students are expected to dress simply and appropriately for all occasions. One simple white uniform dress is required, and a uniform sports outfit. All articles of clothing should be marked with the owner's full name.

The students' rooms are furnished with couch beds and one pair of blankets, dressers, desks, and desk chairs. Rugs, curtains, an arm chair, lamps, and linen are provided by the students. A flat fee of \$75, payable in two installments, covers the weekly laundering of sheets, pillow cases, towels, napkins and personal apparel.

Parents are requested to cooperate with the school in having their daughters arrive promptly at the beginning of each term and remain until the official closing hour.

The dormitories are not open for occupancy until the opening date announced in the catalogue.

The hotel recommended in Andover is The Andover Inn.

Information about *tuition* and other *expenses* will be found in the supplement to the catalogue. This supplement contains also the names of the faculty, the register of students, and the school calendar for the current year. Further details of general information will be found in the handbook which is sent to every accepted student.





Abbey House

Alumnae Association

THE PURPOSE of the Abbot Alumnae Association, with a membership of nearly 3500, is to advance the interests of the school and to keep its graduates in touch with one another. The executive secretary has an office at the school, where the archives and files are kept.

Since the Academy was one of the first incorporated schools for girls, the story of its growth, beginning in 1829, is a valuable part of the history of American education. The collection of publications, pictures, clippings, and correspondence is an extremely interesting one. The Secretary edits the quarterly *Alumnae Bulletin* which is sent to all former students, and works with other alumnae officers on the Annual Alumnae Fund campaign.

The loyalty of the Alumnae is remarkably evidenced by the funds that have been raised by them during the life of the school. In 1929, the hundredth anniversary of the founding of the Academy, the alumnae made a gift of \$169,000 to the School Endowment, which now amounts to well over a million dollars. A portion of this is restricted for scholarship purposes. The Second Century Fund, through the efforts of alumnae and friends, provided approximately \$140,000 for improvements and additions to the buildings. For the George Ezra Abbot Gymnasium, the Alumnae contributed in excess of \$30,000. Furthermore, the annual Alumnae Gift provides the school with nearly \$20,000 annually which is used for scholarships and for other felt needs.

Graduates of the school are to be found in forty-seven states and in nearly every country of the world. Abbot Alumnae Clubs have been organized in Boston, in New York City, Washington, Detroit, Chicago, Pittsburgh, Philadelphia, Central Ohio, Cleveland, Connecticut, Southern Massachusetts, and in Western and Eastern Maine. The Alumnae Secretary, or the Principal, frequently attends meetings of these clubs.

Abbot Development Fund

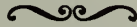
The Abbot Development Fund was formed in 1958 to encourage annual and special giving to the school on the part of parents, alumnae and friends. A substantial amount has been added to the school Endowment, both unrestricted and for Scholarships, and a number of specific needs have been met, such as the Language Laboratory and scientific equipment.





ABBOT ACADEMY

FOUNDED 1829



SUPPLEMENT

to

CATALOGUE

for

1959-1960



ANDOVER • MASSACHUSETTS

FACULTY

MARY HINCKLEY CRANE (MRS. ALEXANDER), <i>Principal</i> <i>A.B. Bryn Mawr College</i>		
ELEANOR MORIN TUCKER	<i>Director of Studies,</i>	CHEMISTRY <i>A.B., M.A. Smith College</i>
ISABEL MAXWELL HANCOCK	<i>Director of Admissions,</i>	MATHEMATICS <i>A.B. Hollins College; M.A. in Teaching, Radcliffe College</i>
MILDRED ALATHEA HATCH	<i>Director of Residence,</i>	LATIN <i>A.B. Boston University; Graduate Study at Boston University</i>
HILARY ANDRADE-THOMPSON		ENGLISH <i>A.B. Honors London University; Certificate in Education Cambridge University</i>
BARBARA BLAGDON SISSON (MRS. JOHN H.)		ENGLISH <i>A.B. Vassar College; M.A. Wellesley College</i>
KATHLEEN VON TRESS		ENGLISH <i>A.B. University of Pennsylvania</i>
ANN SANFORD WERNER (MRS. PAUL)		ENGLISH <i>A.B. Bryn Mawr College</i>
JANET FRASER		HISTORY <i>A.B. Wellesley College</i>
MARION McENERY		HISTORY <i>A.B. Wellesley College, M.A. Boston University</i>
ANN NORWOOD (MRS. RICHARD)		HISTORY <i>A.B. Wellesley College</i>
GERMAINE AROSA		FRENCH <i>Prix d'excellence de diction et de comedie, Paris; Middlebury College School of French; The Sorbonne Summer School</i>
MARIE BARATTE		FRENCH <i>Baccalaureat-es-Lettres, University of Rennes; B.S. Dumfermline H.S.; M.A. Edinburgh University</i>
EDITH TEMPLE JONES		FRENCH <i>A.B. Middlebury College; Graduate work at New York State College for Teachers, McGill University and the Sorbonne</i>
SUZANNE TALLOT (MME. JACQUES)		FRENCH <i>Licenciee-es-Lettres University of Rennes</i>
MARION G. DEGAVRE (MRS. PAUL C.)		LATIN <i>A.B. New Jersey College for Women</i>
HARRIET E. MCKEE		LATIN <i>A.B. Vassar College; M.A. Columbia University</i>
DOROTHY Y. JUDD	SPANISH, PHYSICAL EDUCATION	<i>B.S. College of William and Mary; M.A. Columbia University</i>
JOAN R. ADASKIN		MATHEMATICS <i>B.A. Western Reserve University; Ed.M. Boston University</i>
DOROTHY DAINS		MATHEMATICS <i>A.B. Pembroke College</i>

- CAROLYN GOODWIN MATHEMATICS
A.B., M.A. Smith College
- VIRGINIA KROENLEIN MCKINLEY
(MRS. GEORGE E.) CHEMISTRY, PHYSICAL SCIENCE
B.S. Boston University
- J. PAMELA TINKER BIOLOGY
B.S. Sheffield, England; Diploma in Administration, University of Leeds
- PATIENCE ELAINE HALEY ART
A.B. Oberlin College
- MARGARET G. HOWLAND HISTORY OF ART
A.B. Barnard College; M.A. Bryn Mawr College; Graduate work at Radcliffe College
- SYLVIA SELDON (MRS. HORACE) BIBLE
A.B. University of Wisconsin, M.A. Hartford School of Religious Education
- HANS SIDON BIBLE
A.B., B.D., University of Dubuque; Ph.D. Graduate School, Southern Baptist Theological Seminary
- RAYMOND H. COON ORGAN, PIANO, THEORY OF MUSIC
New England Conservatory of Music; Studied with Heinrich Gebhard, Boston
- KATE FRISKIN CHORAL MUSIC, PIANO
Studied at Glasgow Athenaeum, and with Sophie Weisse, D. F. Tovey, and Tobias Mattay
- GERTRUDE TINGLEY SINGING
Studied with Mme. Poula Frijsh, Percy Rector Stephens, Isidore Luckstone; Solo appearance with the Boston Symphony Orchestra
- GERTRUDE EHRHART SINGING
Studied with Isidore Luckstone; Solo appearances with Boston Symphony and Handel and Haydn Society; Joint recitals with Nicolas Slonimsky, Carlos Salzedo, and Eugene Goossens
- ELLEN STAHLE (MRS. CHARLES) Accompanist
- OLTHJE CHRISTINE VON ERPECOM SPEECH AND DRAMA
Diploma-Royal Academy of Dramatic Art in London; Study at University of Florence, National Theatre of Bergen, Norway, and Old Vic Theatre School of London
- ELLA O. GREENALL (MRS. WALTER G., JR.) LANGUAGE TRAINING
B.S. Boston University
- GRACE W. WHITNEY (MRS. J. THEODORE) LANGUAGE TRAINING
A.B. Smith College
- JANET BOLEN PHYSICAL EDUCATION, PHYSICS
B.S. Madison College
- SHIRLEY RITCHIE PHYSICAL EDUCATION
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September 1958 to June 1959

Elizabeth Yates
Author, poet, editor

Barbara Warren Shure
"Theatrelogs"

Donald Sultner-Welles
"Color-Photo Impressions of Italy"

Kate Friskin
Piano Recital

Carl de Suze
"Fairs and Festivals in Europe"

Anne Guthrie
"The United Nations"

John Williams Hughes
Lecturer

Marta Becket
Dance-mimes

Baron Frary von Blomberg
Lecturer

Karen Duke
Songs with Guitar

The Williams
Lecture-Demonstration "Liquid Air"

Christopher Legge
"The Middle East Today"

Mary Curtis-Verna
Dramatic Soprano, Metropolitan Opera
Recital

Te Ata
"Legends and Chants of the American Indian"



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		Greece	
		Day Pupils	44
		Boarders	179



SUNDAY EVENING SPEAKERS

September 1958 to June 1959

A. Graham Baldwin	Edmund Nutting
<i>Cochran Chapel, Phillips Academy, Andover</i>	<i>First Congregational Church, Rockport</i>
Rollin Fairbanks	Murray T. Rothman
<i>Episcopal Theological School, Cambridge</i>	<i>Temple Shalom, Newton</i>
Margaret Henrichsen	Alexander St. Ivanyi
<i>North Sullivan, Maine</i>	<i>The First Church of Christ, Lancaster</i>
Thomas P. Howard	Victor F. Scalise
<i>Pilgrim Congregational Church, Merrimac</i>	<i>Calvary Baptist Church, Lowell</i>
Kenneth Hughes	Harold Bend Sedgwick
<i>St. Bartholomew's Church, Cambridge</i>	<i>Emmanuel Church, Boston</i>
Howard P. Kellett	Horace Seldon
<i>Old North Church, Boston</i>	<i>Associate in Christian Education, Mass- achusetts Congregational Conference</i>
Edmund Linn	Hans Sidon
<i>Andover-Newton Theological School</i>	<i>Christ Presbyterian Church, Lawrence</i>
Edward W. Meury	John Wallace
<i>Wellesley Congregational Church, Wellesley</i>	<i>First Congregational Church, Wellesley</i>

EXPENSES

The charge for boarding students is \$2,250 a year; for day students \$800 a year. The charge of \$2,250 for board and tuition includes also: the physical examination fee, the concert and lecture fee, laboratory fees, and seven days' care in the infirmary unless the services of a special nurse are required.

The tuition fee of \$800 for day scholars includes the physical examination fee, lecture and concert fee, tiffin, and laboratory fees, but not luncheon.

CHARGES FOR PRIVATE LESSONS FOR THE SCHOOL YEAR

Piano, Violin, Organ, or Singing

Two half-hour lessons a week	\$250.00	Speech, one lesson a week	\$100.00
One half-hour lesson a week	125.00	Tutoring, per period	2.00

Payments are due as follows: All applicants, \$15.00 at the time of application; Boarding Students, \$25.00 at the time of registration, for reservation of place; \$1100 in September, at the time of entrance; \$1125 at the beginning of the second semester. Day Students, \$25 at the time of registration, \$375 in September, at the time of entrance, and \$400 at the beginning of the second semester.

The application fee of \$15 is retained by the school, and the fee of \$25 for the reservation of a place is forfeited if the student is withdrawn after May 1st.

Charges for private lessons, and other personal expenses such as books and stationery, tutoring, and special chaperoning, are payable at the end of each term.

The engagement is made for the entire year, or for that part of it remaining after entrance, and no deduction is made for late entrance, absence, or removal before the close of school.

A deposit of at least \$75 for spending money, — for payment of students organization dues, for charitable purposes, for travel when taking a week-end, for Saturday leaves, for plays and concerts in Boston (cost of Symphony trips is put on term bills) should be made with the financial secretary in each boarding student's name when school opens. The weekly allowance is also drawn from this account by the student, in accordance with instructions from the parents.

CALENDAR

1959-1960

Tuesday, September 22

Arrival and Registration of All Resident Students before 6 p.m.

Wednesday, September 23

Beginning of term

Thursday, November 26

Thanksgiving Day

(Friday and Saturday following Thanksgiving are both school days.)

Tuesday, December 15 to Tuesday, January 5, 1960

Christmas Vacation

Tuesday, March 15 to Thursday, March 31

Spring Vacation

Monday, June 6

Commencement

Tuesday, September 20, 1960

Opening of School

Occasionally some change in the school calendar is necessary. If this occurs, parents will be notified well in advance.

January, 1959

ABBOT ACADEMY

FOUNDED 1829



SUPPLEMENT

to

CATALOGUE

for

1960-1961



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A.B. Wellesley College

GERMAINE AROSA (ON LEAVE OF ABSENCE, 1959-60) FRENCH
Prix d'excellence de diction et de comedie, Paris; Middlebury College School of French; The Sorbonne Summer School

MARIE BARATTE FRENCH
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Baccalaureat-es-Lettres and Certificat d'aptitude a l'enseignement de l'anglais from the Sorbonne; Episcopal Training College, Edinburgh; A.B., M.A. Mt. Holyoke

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A.B. University of Chattanooga

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B.Sc. Sheffield, England; Diploma in Administration, University of Leeds

MARGARET G. HOWLAND HISTORY, HISTORY OF ART
A.B. Barnard College; M.A. Bryn Mawr College; Graduate work at Radcliffe College

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Bachelor of Design, Harriet Sophie Newcomb College

HANS SIDON BIBLE
A.B., B.D. University of Dubuque; Ph.D. Graduate School, Southern Baptists Theological Seminary

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Juilliard School of Music. Studied with Madame Olga Samaroff and James Friskin. Solo appearances with the Los Angeles Philharmonic and Hollywood Bowl Symphony orchestras; concerts in Europe and the Far East.

RAYMOND H. COON ORGAN, PIANO, THEORY OF MUSIC
New England Conservatory of Music; Studied with Heinrich Gebhard, Boston

GERTRUDE EHRHART SINGING
Studied with Isidore Luckstone; Solo appearances with Boston Symphony and Handel and Haydn Society; Joint recitals with Nicolas Slonimsky, Carlos Salzedo, and Eugene Goossens

KATE FRISKIN (ON LEAVE OF ABSENCE 1959-1960) CHORAL MUSIC, PIANO
Studied at Glasgow Athenaeum, and with Sophie Weisse, D. F. Tovey, and Tobias Matlay

ELLEN STAHLE (MRS. CHARLES) ACCOMPANIST

GERTRUDE TINGLEY SINGING
Studied with Mme. Poula Frijsh, Percy Rector Stephens, Isidore Luckstone; Solo appearance with the Boston Symphony Orchestra

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Studied with Nadia Boulanger, Hilda Roosevelt, Van Warhlich, ~~Mme.~~ Sundelius, ~~Mme.~~ Averino and Fritz Lehmann

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The charge for boarding students is \$2,250 a year; for day students \$800 a year. The charge of \$2,250 for board and tuition includes also: the physical examination fee, the concert and lecture fee, laboratory fees, and seven days' care in the infirmary unless the services of a special nurse are required.

The tuition fee of \$800 for day scholars includes the physical examination fee, lecture and concert fee, tiffin, and laboratory fees, but not luncheon.

CHARGES FOR PRIVATE LESSONS FOR THE SCHOOL YEAR

Piano, Violin, Organ, or Singing

Two half-hour lessons a week	\$250.00	Speech, one lesson a week	\$100.00
One half-hour lesson a week	125.00	Tutoring, per period	4.00

Payments are due as follows: All applicants, \$15.00 at the time of application; Boarding Students, \$25.00 at the time of registration, for reservation of place; \$1,100 in September, at the time of entrance; \$1,125 at the beginning of the second semester. Day Students, \$25 at the time of registration, \$375 in September, at the time of entrance, and \$400 at the beginning of the second semester.

The application fee of \$15 is retained by the school, and the fee of \$25 for the reservation of a place is forfeited if the student is withdrawn after May 1st.

Charges for private lessons, and other personal expenses such as books and stationery, tutoring, and special chaperoning, are payable at the end of each term.

The engagement is made for the entire year, or for that part of it remaining after entrance, and no deduction is made for late entrance, absence, or removal before the close of school.

A deposit of at least \$75 for spending money,—for payment of students' organization dues, for charitable purposes, for travel when taking a week-end, for Saturday leaves, for plays and concerts in Boston (cost of Symphony trips is put on term bills) should be made with the financial secretary in each boarding student's name when school opens. The weekly allowance is also drawn from this account by the student, in accordance with instructions from the parents.

C A L E N D A R
1960-1961

Tuesday, September 20

Arrival and Registration of All Resident Students before 6 p.m.

Wednesday, September 21

Beginning of term

Thursday, November 24

Thanksgiving Day

(Friday and Saturday following Thanksgiving are both school days.)

Thursday, December 15 to Thursday, January 5, 1961

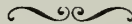
Christmas Vacation

Friday, March 24 to Monday, April 10

Spring Vacation

Monday, June 5

Commencement



Tuesday, September 19, 1961

Opening of School

Occasionally some change in the school calendar is necessary. If this occurs, parents will be notified well in advance.



ABBOT ACADEMY

ANDOVER, MASSACHUSETTS

Courses of Study



SUBJECTS TAUGHT AT ABBOT ACADEMY

GRADE	9	10	11	12
MAJOR SUBJECTS	The school strongly recommends 5 majors		5 majors	4 majors
M A J O R S U B J E C T S	*Eng. I	*Eng. II	*Eng. III	*Eng. IV or Eng. IV Honors
	*Lat. I	*Lat. II, Caesar	†Lat. III, Vergil	Lat. IV, prose and poetry, (may be Adv. Pl.)
	Fr. I or II	Fr. II or III	Fr. III or IV	Fr. IV or Fr. V
	Span. I or II	Span. II or III	Span. III or IV	Span. IV (may be Adv. Pl.) ENTRANCE IN LAT., FR., SPAN. IV, BY RECOM- MENDATION
	Hist., Anc. + Med.	Hist., Modern	Hist., Eng.	*Hist., Amer.
	*Math. I, Alg.	*Math. II, Geo.	†Math. III (Int. Alg.)	Math IV ENTRANCE BY RECOMMENDA- TION
		Science	Bio., Chem., or Physics (6 periods)	Bio., Chem. or Physics (6 periods)
		Music Theory	Music Theory	Music Theory
			Hist. of Art	Hist. of Art
EACH SUBJECT MEETS 4 PERIODS WEEKLY. A PERIOD IS 50 MINUTES LONG.				
MUSIC LESSONS	Piano, voice, instrumental lessons are considered equivalent to a major course. If Music Theory is taken, 1 credit is given for several years of practical music.			
M I N O R S	*Bible I (2 periods)	*Bible II (2)	*Sr. Mid. Bible or Bible II (2)	*Bible IV (1)
	*Art (2)	*Art (2)	Art (2)	Art (2)
	*Speech (2)	*Speech (2)	Music Apprec. (1)	Music Apprec. (1)
	Current Events (2)	Current Events (2)	Art Apprec. (1)	Art Apprec. (1)
		Art Apprec. (1)	Current Events (2)	Typing (1)
		Music Apprec. (1)		Current Events (2)

*REQUIRED

†STRONGLY RECOMMENDED

ENGLISH

ENGLISH I. This course includes: (1) Grammar review. (2) Mechanics of writing — structure of sentences and paragraphs. (3) Composition — descriptive, narrative, expository. (4) Study of texts: (a) for background; (b) to develop acquaintance with some basic forms, i.e. historical novels, epic, narrative poetry, lyric, Shakespearean comedy; (c) to introduce methods of critical approach. Representative texts: *Odyssey*; *As You Like It*; ballads; *Ivanhoe*.

ENGLISH II. The second year is devoted to: (1) Further grammar review if necessary. (2) Intensive study of words, emphasizing precision and effectiveness of choice. (3) Composition — descriptive, imaginative, critical. (4) Study of texts: (a) to develop acquaintance with a wider range of authors and of form, in particular comedy in drama and prose, the short story, the sonnet; (b) to analyse the relationship between purpose and style in writing, with emphasis on allegory, humour, characterisation, and some elementary consideration of satire. (5) Background to Elizabethan and 17th century literature. Representative texts: *Merchant of Venice*; *Mill on the Floss*; *Animal Farm*.

ENGLISH III. The third year work covers: (1) Development of individual style in writing, and greater consciousness of form and technique. (2) More advanced critical studies. (3) Background of 18th and early 19th century prose and verse, with emphasis on satire, the essay, the classical and romantic tradition. (4) Introduction to Shakespearean tragedy. (5) Some study of 19th century American literature, particularly novelists and essayists. Representative texts: *Macbeth*; *Gulliver's Travels*; *Pride and Prejudice*; extracts from Pope, Addison, Steele, Gray, Wordsworth, Keats, Shelley, etc.

ENGLISH IV. The fourth year English course: (1) Main emphasis on gaining facility, clarity, correctness and speed in writing. Intensive study of construction of a composition, and the development of logical thought. (2) Some formal work in précis. (3) Development of the concept of tragedy in drama, classical, Shakespearean, and modern; in the novel, epic and the Bible. (4) American poetry, with a review of prosody and poetic technique. (5) Long written studies of writers of their own choice, with the minimum of guidance, to develop individual judgment and apply the principles of criticism assimilated during the four years. Representative texts: *Oedipus Rex*; *Hamlet*; the *Book of Job*; *Paradise Lost*; *The Return of the Native*; selected modern poetry.

ENGLISH IV HONORS. This course is reserved for girls who give evidence of high ability in English. It is a more extensive and intensive Fourth Year English course.

FRENCH

The direct method is used. Classes are conducted in French. The aim is to teach the students not only to read or write French but to understand and speak it. Students who have had some French before coming to Abbot can be placed in "Special sections" which move more rapidly, enabling them to take French IV or V in later years.

FRENCH I. Basic vocabulary and grammar. Practice of conversation. Varied exercises, oral and written. Representative text: G. Mauger *Cours de langue et de civilisation françaises à l'usage des étrangers* (1er degré).

FRENCH II. All the principal tenses (except "passé simple" and "passé antérieur" and all the tenses of the subjunctive) in grammar are studied. At the end of the year students are expected to be able to converse easily in French. Representative text: G. Mauger, *Cours de langue et de civilisation françaises I* (2ème degré). During the year the students must do outside reading in French.

FRENCH III. Past and subjunctive tenses in grammar. Perfection of vocabulary. Representative text: G. Mauger, *Cours de langue et de civilisation françaises II* (3e degré). Plays and stories by French authors.

FRENCH IV. Grammatical reviews. Essays and debates. General outline of French civilization, geography, history, economy, and education. Text: G. Mauger, *Cours de langue et de civilisation françaises II* (4e degré). Anthology of classical or modern French authors.

FRENCH V. Past and present French civilization, (art, science, politics, religion and literature). To supplement the study of French literature, outside reading is devoted to classical and modern French authors. Representative books: M. Bruézière et G. Mauger, *La France at ses écrivains (Langue et civilisation IV)*.

SPECIAL SECTIONS

FRENCH I. This class has been created for girls who enter Abbot with a good knowledge of elementary written and spoken French. The classes move at a rapid pace. For the period before Christmas, the class reviews French I; after Christmas French II is studied.

FRENCH II. This class is composed of students from French I. Special or students from other schools who have studied French for more than one year and can understand, write and speak the language well. Before Christmas the students review French II; after Christmas French III is studied. At the end of the year these students enter French IV.

If any girl in one of these sections finds the class too difficult for her, she can at any time join a French I or French II regular section which meets at the same hour.

HISTORY

ANCIENT AND MEDIEVAL HISTORY. Starting with pre-history and ending with the Reformation, the history of the countries of the Near East and Europe are studied from a cultural point of view. Stress is placed on how the people lived, their government, culture and art. Comparison with our own way of life is constantly made and the importance of the influence of the past on the present is shown. Open to ninth graders. Text: James Harvey Robinson, James Henry Breasted and Emma Peters Smith, *Earlier Ages*.

MODERN HISTORY. A chronological survey of European history from the Reformation to the present. Topics studied include: the rise and decline of absolute monarchs, the growth of nationalism, democracy, socialism, communism, imperialism, and the development of the totalitarian state. Brief cultural studies of China, Japan, the Near East and Africa are included under imperialism. The history of these countries is then developed concurrently with European history. Open to tenth graders. Text: Beard, Robinson and Smith, *Our Own Age*.

ENGLISH HISTORY. English history is studied not only as an end in itself, but also as a background for the history of our country. The beginnings of American Government and law are stressed. Practice in preparing a research paper, oral reports, and map work supplement class discussions. Open to eleventh graders. Text: Lunt, W. E. *History of England*.

UNITED STATES HISTORY. This course deals with the story of our country from the Age of Exploration to the present. In addition to stressing the fundamental principles of the American way of life, the course gives the girls experience in work in primary sources, in evaluating secondary sources both fiction and non-fiction, in preparing research papers and oral reports. Feeling that dependence on one text is poor preparation for college work, the girls prepare assignments with the use of a reading list based on selections from books in their own possession and in the school library. Open to seniors.

Required books — Heffner, R. D., *A Documentary History of the United States*; Hofstadter, R., *The American Political Tradition*; Holt, S., *New Unit Outlines in American History*; Nevins and Commager, *The Pocket History of the United States*.

HISTORY OF ART. The course is a survey of the art of the Western World, starting with Egypt and ending with the Twentieth Century. The Orient is touched on very slightly. A few important monuments and artists are stressed to show the general style of each country and period. Style is emphasized and the student is shown how to observe the similarities and differences between the various countries and artists. Outside reading is assigned to supplement the text book. When possible, excerpts from the writings of artists and art critics are examined and museums are visited. Open to eleventh and twelfth graders. Text: David M. Robb and J. J. Garrison, *Art in the Western World*.

LATIN

LATIN I. This first year Latin course covers: (1) Basic forms and syntax of language. (2) Fundamental vocabulary. (3) Practice in translating Latin sentences into English and English into Latin preparatory to reading Caesar. Text: Smith and Thompson, *First Year Latin*.

LATIN I SPECIAL. This course is designed for girls who have studied Latin in elementary school but are not yet ready for Caesar. The class moves at a rapid tempo. Text: Smith and Thompson, *First Year Latin*.

LATIN II. This course includes: (1) Caesar's Gallic wars. (2) Prose composition based on fundamentals of Latin grammar. (3) Sight translation. (4) Practice in comprehension. (5) Study of derivatives. Text: *Caesar's Gallic Wars* (Walker, Editor); *Latin II* (Pearson and Lawrence, Editors)

LATIN III. The third year work is devoted to: (1) Translation of Latin hexameter, Vergil's Aeneid, Books I, II, IV, VI. (2) Mythology. (3) Identification of persons, places, things. (4) Scansion. (5) Vocabulary. (6) Sight translation and comprehension. Texts: Carlisle and Richardson, *Fourth Year Latin*; Joseph Pearl, *Companion to Vergil*.

LATIN IV. The fourth year Latin course covers: (1) Latin prose, Cicero. (2) Review of vocabulary for four years. (3) Review of syntax. (4) Resume of Roman History covering the last century of the Roman Republic and (5) Sight translation and comprehension. Text: Kelsey and Meinecke, *Third Year Latin* (Cicero).

MATHEMATICS

MATHEMATICS I.—First Year Algebra. Elementary algebra through radicals and quadratics by formula, including some elementary set theory and inequalities. Texts: Aiken—*Algebra, Its Big Ideas*, etc., Book I; Longley and Marsh—*Algebra*.

MATHEMATICS I.—Special. A course designed to review the first year of algebra and continue as far into second year algebra as the individual is able to go. Texts: Hills and Mazziotta—*Algebra Accelerated*, Book I; Shute, Kline—*Intermediate Algebra*.

MATHEMATICS II.—Plane Geometry. Traditional coverage of Book I in the first semester followed immediately by the Pythagorean Theorem. The second semester then finishes geometry in the usual order but makes intensive use of the Pythagorean Theorem with necessary algebra whenever possible. Some analytic geometry is integrated with the rest. Texts: Avery—*Plane Geometry*; Longley and Marsh—*Algebra*. (for reviewing algebra).

MATHEMATICS III. Intermediate Algebra including linear functions with use of set theory and inequalities; logarithms, trigonometric functions of the right triangle and in four quadrants; quadratic functions and theory of quadratics with some theory of higher equations; progressions; binomial theorem. Texts: Shute, Kline—*Intermediate Algebra*; Smith, Fagan—*Math. Rev. Exercises*; Krickenberger—*Sets and Structure of Algebra*; Avery—*Plane Geometry*. (for reviewing geometry).

MATHEMATICS IV.—College Algebra and Trigonometry. The course includes plane trigonometry with computations deemphasized, informal solid geometry, complex numbers and theory of equations, brief introduction to analytic geometry, permutations, combinations, and probability. Texts: Hart—*College Algebra and Trigonometry*; Morgan—*Solid Geometry*; Smith, Fagan—*Math. Rev. Exercises*; C. E. E. B. Math. Commission—*Probability*.

MUSIC

MUSIC THEORY. A course on the elements of theory. The study of Harmony and Counterpoint, simple formal analysis, original composition in the small Primary Form, and ear and rhythmic training. Open to the three upper classes.

SCIENCE

ELEMENTARY SCIENCE. An introductory course with some laboratory work, laying the foundations for the major science courses. Emphasis is placed on deductive reasoning. Mathematical as well as physical, chemical and biological concepts are introduced. One unit centers on the atmosphere; another on the earth. Individual investigation is required. Field trips are provided. Open to tenth graders.

BIOLOGY. A comprehensive course outlining the full range of plant and animal types with emphasis on evolutionary development, both anatomical and physiological, on the pattern and periodicity of nature, and on biochemical significance. Some detailed appreciation of microscopic work and understanding of the third dimension is required. The latter part of the course includes a mathematical approach to genetics, mammalian physiology and human development. Open to upper classes. Text: Moon, Mann and Otto's—*Modern Biology*.

CHEMISTRY. A college preparatory course that includes the study of matter and the changes it undergoes. Attention is given to modern theories and to the mathematics of chemistry. Emphasis is placed upon the behavior of matter as related to atomic structure. Lecture, discussion, demonstration and laboratory work are performed weekly. Open to upper classes. Text: Nebergall and Schmidt, *General Chemistry*.

PHYSICS. This is an introductory course in elementary physics and deals with mechanics, heat, light, electricity, sound and atomic physics. The course is conducted on a lecture discussion basis with student experiments supplemented by demonstration experiments. Open to upper classes. Text: Marburger and Hoffman, *Physics For Our Times*.

SPANISH

SPANISH I. The beginning course, with emphasis on the essentials of grammar, vocabulary building, and elementary conversation, through classroom drill in the patterns of speech and individual laboratory work. The text used is *Primer Curso para Todos* (Pittaro and Green), with additional readings chosen to meet the needs of the group.

SPANISH II. Intensive drill in advanced principles of grammar. Daily practice in oral expression through classroom conversations generally based on Spanish civilization. Elementary readings from Spanish classics, all related to the study of Spanish culture. *Basic Elements of Spanish* (Barlow), *Espana a vista de pájaro* (Bretón and Martín), *Corazón de Espana* (Centeno). Laboratory work assigned according to the needs of the individual student.

SPANISH III. Review of grammar, and drill in the use of idioms and advanced grammatical constructions. *Rodeo Gramatical* (Raymond). Increased reading speed and comprehension through selected readings, with the content discussed in Spanish. *El Gaucho Smith* (López Luna), *Marianela* (Galdós), *Rosina es Frágil* (Martínez Sierra), and others. Creative writing, and elementary studies in literary criticism, including poetry and the novel.

SPANISH IV. Comprehensive study of Spanish civilization, with emphasis on historical developments, *Espana: Síntesis de su Civilización* (Mallo). Use of foreign editions for the study of *Dona Perfecta* (Galdós), *María* (Isaacs), *Dona Bárbara* (Gallegos), and others. Discussion of these readings in Spanish based on content, composition, and literary style. Studies in literary criticism, and many opportunities for creative writing.

MINOR SUBJECTS

Every Abbot student is expected to spend several hours a week on the study of one or more minor subjects.

STUDIO ART. Courses designed to stimulate a creative approach toward drawing and design. A variety of materials and media are used.

ART APPRECIATION. Films, slides, demonstrations, and field trips to museums and art galleries emphasize the development of observation and appreciation in the visual arts.

BIBLE. The study of the Old and New Testament Scriptures. The purpose of the Bible courses is to acquaint the student with the development of moral and religious ideas in the Bible, to help her understand this development in its historical setting and to appreciate biblical contributions to literature and art.

APPLIED MUSIC. Individual study is available in voice, piano, organ, string and wind instruments.

MUSIC APPRECIATION. A course designed to develop intelligent listening to music, and to study the materials of music and the forms into which these materials are organized.

SPEECH. The study of oral communication with emphasis on precision of utterance. Principles and practice are coordinated.

TYPING. A course of instruction and practice to enable the student to type with facility.

REQUIRED READING BEFORE ENTERING THE 9th GRADE

Legends and Myths

Gayley, Charles Mills . . . *Classic Myths*
 or
 Hamilton, Edith . . . *Mythology*
 Norse Mythology
 Heroes of Asgaard

Green, Roger Lancellyn
 The Arthurian Legends

Lamb, Charles . . . *Tales from Shakespeare*
 or
 Chute, Marchette
 Stories from Shakespeare

Poetry

Longfellow, Henry W.

Masefield, John

Poe, Edgar Allen

Stevenson, Robert Louis

Fiction

Alcott, Louisa May . . . *Little Women*

Andersen, Hans Christian . . . *Fairy Tales*

Barrie, James *Peter Pan*

Carroll, Lewis . . . *Alice in Wonderland*

Chesterton, G. K. . . *Father Brown Stories*

Cooper, James F.
 The Last of the Mohicans

Defoe, Daniel *Robinson Crusoe*

Dickens, Charles . . . *A Christmas Carol*

Doyle, A. Conan
 The Adventures of Sherlock Holmes

Dumas, Alexandre . . .
 Three Musketeers
 Count of Monte Cristo

Grahame, Kenneth . . *Wind in the Willows*

Grimm *Fairy Tales*

Kipling, Rudyard . . . *Jungle Book*
 Just So Stories

Stevenson, Robert Louis . . *Black Arrow*

Twain, Mark *Tom Sawyer*
 Huckleberry Finn

REQUIRED READING BEFORE ENTERING THE 10th GRADE

Brontë, Charlotte <i>Jane Eyre</i>	Dickens, Charles . . . <i>David Copperfield</i>
Brontë, Emily <i>Wuthering Heights</i>	Scott, Sir Walter <i>Ivanhoe</i>
Bible	<i>Genesis and Exodus</i>

REQUIRED READING BEFORE ENTERING THE 11th GRADE

Bible *The Four Gospels*

Cather, Willa *My Antonia*

Hawthorne, Nathaniel . . . *House of Seven Gables*

Lewis, Sinclair *Main Street*

REQUIRED READING BEFORE ENTERING THE 12th GRADE

Bible . . . <i>The Book of Job</i> <i>First Epistle to the Corinthians</i> <i>The Book of Revelations</i>	Strachey, Lytton <i>Queen Victoria</i>
	Thackeray, William . . . <i>Vanity Fair</i>

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New England Conservatory of Music; Studied with Heinrich Gebhard
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Studied with Mme. Povla Frijsli, Percy Rector Stephens, Isidore Luckstone; Solo appearance with the Boston Symphony Orchestra
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Physical Education Diplomas from Dalhousie University, Nova Scotia, and Memorial University of Newfoundland
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JACQUELINE LEE GOEHRING
Harvard, Massachusetts

LOIS JANE GOLDEN
Fitchburg, Massachusetts

KAREN GRANT
Ballardvale, Massachusetts

KATHARINE MAYHUGH GRANT
Middlebury, Vermont

PAULINE GRAY
New York, New York

ELIZABETH ST. LAWRENCE GRISWOLD
Erie, Pennsylvania

KARLA ELIZABETH HAARTZ
Andover, Massachusetts

HARRIET LUCINDA HANNON
Texarkana, Arkansas

ELIZABETH ANN HARRIS
Riverside, Connecticut

ANNA HARTMANN
Dallas, Texas

GLORIA LESLIE HASELTON
Andover, Massachusetts

HILARY HAYES
Andover, Massachusetts

ALICE VIRGINIA HELFFERICH
Amston, Connecticut

MARGARET LUISE HENRY
Manila, Philippine Islands

JENNIFER ANN HESKETH
New Canaan, Connecticut

CORLISS DALE HEWITT
Bedford, New York

KATHERINE ELIZABETH HILGENDORFF
Bridgeport, Connecticut

NANCY ELLEN HILL
Bedford, New York

BARBARA BROOKS HOFFMAN
Darien, Connecticut

SARAH HOLBROOK
Sewickley, Pennsylvania

CAROLYN HOLCOMBE
Milford, New Hampshire

ALICE DAVIDSON HOLMES
Camp McCoy, Wisconsin

NINA HOPKINS
Raynham Center, Massachusetts

MARGUERITE LETITIA HUGHEY
Youngstown, Ohio

CAROL FONTAINE HUMSTONE
Douglaston, New York

JOANNE PAUL HYDE
North Andover, Massachusetts

MARY HENDERSON JASPER
Syracuse, New York

MARY EVELYN JOHNSON
Newtown, Connecticut

WENDY HUTTON JOLINE
New York, New York

KRISTINA DAWN JONES
Caracas, Venezuela

KARIN RITA KAISER
Beverly Farms, Massachusetts

MARY LOUISE KASE
Chicago, Illinois

CLAUDIA KERR
New Haven, Connecticut

MARSHA KETCHAM
Westfield, New Jersey

SUSANNE KETCHAM
Westfield, New Jersey

DIANA LYNNE KIARSIS
South Dartmouth, Massachusetts

CYNTHIA FIFIELD KIMBAL
Andover, Massachusetts

MARGARET REVELLE KIMBALL
Andover, Massachusetts

KATHRIN ANN KRAKAUER
Andover, Massachusetts

MARGRIT RUTH KRAKAUER
Andover, Massachusetts

KATHIE KRAUSE
Exeter, New Hampshire

CHERYL ANN KRIPPENDORF
Marblehead, Massachusetts

CAROLYN DAVIS LAAFF
Andover, Massachusetts

ELFRIEDE PITTMAN LAAFF
Andover, Massachusetts

JUDITH CONWAY LANG
Great Neck, New York

BARBARA POTTER LARNED
Los Angeles, California

LAUCLAN MORRIS LEARNED
Topsfield, Massachusetts

DEBORAH MEREDITH LOW
Cohasset, Massachusetts

MARTHA CURRIE LYMAN
Greenfield, Massachusetts

ANN RUTHVEN MACCREADY
Middleboro, Massachusetts

ANNE CHANDLER MACDOUGALL
Wilmington, Massachusetts

LUCY GAINES MACK
New Canaan, Connecticut

LEICIA ANNE MAHLA
New York, New York

SUSAN PYNCHON MALLORY
Greenwich, Connecticut

ELIZABETH MORLEY MARSHALL
Red Wing, Minnesota

MARTHA LENOX MASON
Pittsburgh, Pennsylvania

NANCY CONNELL MATTHEWS
New Canaan, Connecticut

NANCY SCHOFIELD McARDLE
Andover, Massachusetts

ANNE STONE McDERMOTT
Lawrence, Massachusetts

PATIENCE WISTER MEIGS
Hamden, Connecticut

JACQUELINE LEE MEYERS
Andover, Massachusetts

ANITA MAXWELL MILLER
Auburn, Maine

DANICA MILLER
Meadville, Pennsylvania

NANCY HUSON MOLL
Concord, New Hampshire

ROSEMARIE MONATT
Stroudsburg, Pennsylvania

CAROL ANN MOORE
Topsfield, Massachusetts

MARGARET ANNE MOORE
East Norwich, New York

LYNNE ETHIEL MORIARTY
Andover, Massachusetts

ELIZABETH WATSON MOULTON
Salem, Massachusetts

EMILY LOUISE MOULTON
Salem, Massachusetts

FREDERICKA SAWYER MOXON
Oley, Pennsylvania

INGEBORG FREDERICA MULLER
Newtown, Connecticut

EMVLY NA THALANG
Bangkok, Thailand

SUSAN HAMMOND NIEBLING
Exeter, New Hampshire

MARY BRIGHT NOYES
Farmington, Connecticut

MARTHE OSBORNE
Lexington, Massachusetts

JANICE PACHOWSKY
Waterville, Maine

EDITH PAFFARD
Sewickley, Pennsylvania

BRIDGET LAWRENCE PARSON
Andover, Massachusetts

HOPE FESSENDEN PARSON
Andover, Massachusetts

MARIA MATILDE PASTORIZA
Dominican Republic

PRISCILLA STANTON PEDERSEN
New Canaan, Connecticut

MARGARET POWER
Karachi, Pakistan

NANCY VARNEY POYNTER
Andover, Massachusetts

SANDRA LOUISE PRICE
Hamilton, Bermuda

JANE GRANT PROCTOR
Clinton, New York

BETTINA JOHANNA PROSKE
Santurce, Puerto Rico

- INGRID QUARCK
North Hampton, New Hampshire
- KATHERINE MARSH REINHOLD
Pawling, New York
- JANE RUTH REYNOLDS
Chappaqua, New York
- ROBIN LAVELLE RICHARDS
Hamden, Connecticut
- LINDA LEE RICHARDSON
Greenwich, Connecticut
- ANNE APPLETON RIPLEY
Stockbridge, Massachusetts
- PATRICIA DABNEY ROVERSI
Andover, Massachusetts
- BARBARA LEE RUGEN
Falmouth, Massachusetts
- ANN ALLEN SAMPLE
Greenwich, Connecticut
- ANITA MITCHELL SCHENCK
Scarsdale, New York
- MARGARET EILEEN SCHOCK
Sea Girt, New Jersey
- JOANNE SCHWIEBERT
New Canaan, Connecticut
- SHARON LEE SEECHÉ
North Andover, Massachusetts
- JOAN SHARROCK
Pride's Crossing, Massachusetts
- CAROLYN DICKINSON SHAW
Seoul, Korea
- MARY MASON SMITH
Fairmont, West Virginia
- CYNTHIA IRENE SORESENSEN
Fairfield, Connecticut
- HILDEGARDE GAY STEIMLE
New York, New York
- CHRIS OLIPHANT STERN
Lyme, New Hampshire
- LAUREL UNDERHILL STEVENSON
Mundelein, Illinois
- BARBARA HALLIDAY STONE
Poland, Ohio
- MARY ADELE STURGEON
Caracas, Venezuela
- NANCI ELISABETH SULLIVAN
Nashua, New Hampshire
- JACQUELYN LEE SUTTON
Avon, Connecticut
- LINDA RUTH SWANBERG
New Canaan, Connecticut
- MERIBY SWEET
Andover, Massachusetts
- BARBARA SYKES
Bass River, Massachusetts
- DALE GODDARD THOMSON
Swampscott, Massachusetts
- JULIA BOURNE THURBER
Charlotte, Vermont
- SUSAN DAIN TRAFTON
Auburn, Maine
- MARY GRACE TRAVERS
Richmond, Indiana
- ROSEMARY CAVERLY TYLER
Concord, New Hampshire
- SARAH ELGIE UMPHREY
Washburn, Maine
- LETITIA UPTON
St. Joseph, Michigan
- JACQUELINE MARIE VAN AUBEL
Madison, Connecticut
- SUSAN STARR VAN WINKLE
Rye, New York
- IRIS ALEXANDRA VARDVOULIS
Andover, Massachusetts
- ABBY CAMILLA VON DER HEYDE
New Canaan, Connecticut
- GWYNETH VAN ANDEN WALKER
New Canaan, Connecticut
- NATALIE WARE
Concord, New Hampshire
- PATRICIA WARE
Concord, New Hampshire
- MARGARET ROSE WARSHAW
Andover, Massachusetts
- HELEN GILLETTE WATSON
Chestertown, Maryland
- MOLLY MOORE WEBSTER
Boston, Massachusetts
- CATHERINE PIERCE WELLS
Port Washington, New York
- MARY DUTCHER WELLS
Port Washington, New York
- MARILYNNE ANN WEPSALA
Irrington, New York
- DOROTHY TUFTS WHEELER
New Canaan, Connecticut
- GRETCHEN MERCUR WHITEHEAD
Princeton, New Jersey
- CATHLYN PLATT WILKERSON
Stamford, Connecticut
- MARY GAYDEN WILKINS
Newburyport, Massachusetts
- ALICE EMORY WOOD
Centreville, Maryland
- ELIZABETH MORRIS WOOD
Newburyport, Massachusetts
- ROBIN HART WOOD
Essex Fells, New Jersey
- DONNA SUSAN YOUNGBLOOD
Boston, Massachusetts

GEOGRAPHICAL DISTRIBUTION OF RESIDENT STUDENTS

1961 - 1962

Massachusetts	38																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												</
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Some colleges to which Abbot graduates have gone
in the last 5 years.

Barnard	5	Northwestern U.	9	Bennett	5
Bennington	4	Pembroke	5	Bradford	3
Boston U.	10	Radcliffe	5	Briarcliff	12
Bryn Mawr	5	Skidmore	5	Colby Jr.	6
Chatham	4	Smith	21	Katharine Gibbs	6
U. of Colorado	5	Stanford	4		
Connecticut	14	Sweet Briar	6		
Cornell U.	9	Vassar	23		
Hollins	13	Wellesley	23		
Michigan	4	Wheaton	9		
Middlebury	9	Wheelock	8		
Mt. Holyoke	5				

EXPENSES

The charge for Boarding Students is \$2,550. a year; for Day Students \$1,000. a year. The charge of \$2,550. for board and tuition includes also: the physical examination fee, the concert and lecture fee, laboratory fees, seven days' care in the Infirmary unless the services of a special nurse are required, laundering of all flatwork and two dollars' worth of personal laundry weekly.

The tuition fee of \$1,000 for Day Students includes the physical examination fee, lecture and concert fee, tiffin, and laboratory fees, but not luncheon.

CHARGES FOR PRIVATE LESSONS FOR THE SCHOOL YEAR

Piano, Violin, Organ, or Singing

Two half-hour lessons a week	\$250.00	Speech, one lesson a week	\$100.00
One half-hour lesson a week	125.00	Tutoring, per hour	5.00

Payments are due as follows: All applicants, \$15.00 at the time of application; Boarding Students, \$25.00 at the time of registration for reservation of place, \$1,250 on September 10th and \$1,275 on February 1st; Day Students, \$25.00 at the time of registration, \$475.00 on September 10th, and \$500.00 on February 1st.

The application fee of \$15.00 is retained by the school. The fee of \$25.00 for the reservation of a place is forfeited if the student is withdrawn after May first; otherwise it is applied to the first semester tuition payment.

Charges for private lessons, and other personal expenses such as books and stationery, tutoring, and special chaperoning, are payable at the end of each term, in December, March and June.

The engagement is made for the entire year, or for that part of it remaining after entrance, and no deduction is made for late entrance, absence, or removal before the close of school.

A deposit of at least \$75.00 for spending money — including payment of students' organization dues, for charitable purposes, for travel when taking a week-end, for Saturday leaves, for plays and concerts in Boston (cost of Symphony trips is put on term bills) — should be made in each Boarding Student's name on or before the opening day of school.

CALENDAR

1961 - 1962

Monday, September 18

Arrival and Registration of All Resident Students before 6 p.m.

Tuesday, September 19

Beginning of term

Friday, November 10, and Saturday, November 11

Parents' Week End

Wednesday, November 22 at 1 p.m. to Sunday, November 26 at 6 p.m.

Thanksgiving Week End

Thursday, December 14 to Thursday, January 4

Christmas Vacation

Friday, March 16 to Monday, April 2

Spring Vacation

Saturday, May 5

Alumnae Reunion and Birthday Bazaar

Monday, June 4

Commencement



Monday, September 17, 1962

Opening of School

Occasionally some change in the school calendar is necessary. If this occurs, parents will be notified well in advance.



ABBOT ACADEMY

ANDOVER, MASSACHUSETTS

Courses of Study



SUBJECTS TAUGHT AT ABBOT ACADEMY

GRADE	9	10	11	12
MAJOR SUBJECTS	The school strongly recommends 5 majors		5 majors	4 majors
M A J O R S U B J E C T S	*Eng. I	*Eng. II	*Eng. III	*Eng. IV or Eng. IV Honors
	*Lat. I	*Lat. II, Caesar	†Lat. III, Vergil	Lat. IV, prose and poetry, (may be Adv. Pl.)
	Fr. I or II	Fr. II or III	Fr. III or IV	Fr. IV or Fr. V
	Span. I or II	Span. II or III	Span. III or IV	Span. IV (may be Adv. Pl.) ENTRANCE IN LAT., FR., SPAN. IV, BY RECOM- MENDATION
	Hist., Anc. + Med.	Hist., Modern	Hist., Eng.	*Hist., Amer.
	*Math. I, Alg.	*Math. II, Geo.	†Math. III (Int. Alg.)	Math IV ENTRANCE BY RECOMMENDA- TION
		Science	Bio., Chem., or Physics (6 periods)	Bio., Chem. or Physics (6 periods)
		Music Theory	Music Theory	Music Theory
			Hist. of Art	Hist. of Art
EACH SUBJECT MEETS 4 PERIODS WEEKLY. A PERIOD IS 50 MINUTES LONG.				
MUSIC LESSONS	Piano, voice, instrumental lessons are considered equivalent to a major course. If Music Theory is taken, 1 credit is given for several years of practical music.			
M I N O R S	*Bible I (2 periods)	*Bible II (2)	*Sr. Mid. Bible or Bible II (2)	*Bible IV (1)
	*Art (2)	*Art (2)	Art (2)	Art (2)
	*Speech (2)	*Speech (2)	Music Apprec. (1)	Music Apprec. (1)
	Current Events (2)	Current Events (2)	Art Apprec. (1)	Art Apprec. (1)
		Art Apprec. (1)	Current Events (2)	Typing (1)
		Music Apprec. (1)		Current Events (2)

*REQUIRED

†STRONGLY RECOMMENDED

ENGLISH

ENGLISH I. This course includes: (1) Grammar review. (2) Mechanics of writing — structure of sentences and paragraphs. (3) Composition — descriptive, narrative, expository. (4) Study of texts: (a) for background; (b) to develop acquaintance with some basic forms, i.e. historical novels, epic, narrative poetry, lyric, Shakespearean comedy; (c) to introduce methods of critical approach. Representative texts: *Odyssey*; *As You Like It*; ballads; *Ivanhoe*.

ENGLISH II. The second year is devoted to: (1) Further grammar review if necessary. (2) Intensive study of words, emphasizing precision and effectiveness of choice. (3) Composition — descriptive, imaginative, critical. (4) Study of texts: (a) to develop acquaintance with a wider range of authors and of form, in particular comedy in drama and prose, the short story, the sonnet; (b) to analyse the relationship between purpose and style in writing, with emphasis on allegory, humour, characterisation, and some elementary consideration of satire. (5) Background to Elizabethan and 17th century literature. Representative texts: *Merchant of Venice*; *Mill on the Floss*; *Animal Farm*.

ENGLISH III. The third year work covers: (1) Development of individual style in writing, and greater consciousness of form and technique. (2) More advanced critical studies. (3) Background of 18th and early 19th century prose and verse, with emphasis on satire, the essay, the classical and romantic tradition. (4) Introduction to Shakespearean tragedy. (5) Some study of 19th century American literature, particularly novelists and essayists. Representative texts: *Macbeth*; *Gulliver's Travels*; *Pride and Prejudice*; extracts from Pope, Addison, Steele, Gray, Wordsworth, Keats, Shelley, etc.

ENGLISH IV. The fourth year English course: (1) Main emphasis on gaining facility, clarity, correctness and speed in writing. Intensive study of construction of a composition, and the development of logical thought. (2) Some formal work in précis. (3) Development of the concept of tragedy in drama, classical, Shakespearean, and modern; in the novel, epic and the Bible. (4) American poetry, with a review of prosody and poetic technique. (5) Long written studies of writers of their own choice, with the minimum of guidance, to develop individual judgment and apply the principles of criticism assimilated during the four years. Representative texts: *Oedipus Rex*; *Hamlet*; the *Book of Job*; *Paradise Lost*; *The Return of the Native*; selected modern poetry.

FRENCH

The direct method is used. Classes are conducted in French. The aim is to teach the students not only to read or write French but to understand and speak it. Students who have had some French before coming to Abbot can be placed in "Special sections" which move more rapidly, enabling them to take French IV or V in later years.

FRENCH I. Basic vocabulary and grammar. Practice of conversation. Varied exercises, oral and written. Representative text: G. Mauger *Cours de langue et de civilisation françaises à l'usage des étrangers* (1er degré).

FRENCH II. All the principal tenses (except "passé simple" and "passé antérieur" and all the tenses of the subjunctive) in grammar are studied. At the end of the year students are expected to be able to converse easily in French. Representative text: G. Mauger, *Cours de langue et de civilisation françaises I* (2ème degré). During the year the students must do outside reading in French.

FRENCH III. Past and subjunctive tenses in grammar. Perfection of vocabulary. Representative text: G. Mauger, *Cours de langue et de civilisation françaises II* (3e degré). Plays and stories by French authors.

FRENCH IV. Grammatical reviews. Essays and debates. General outline of French civilization, geography, history, economy, and education. Text: G. Mauger, *Cours de langue et de civilisation françaises II* (4e degré). Anthology of classical or modern French authors.

FRENCH V. Past and present French civilization, (art, science, politics, religion and literature). To supplement the study of French literature, outside reading is devoted to classical and modern French authors. Representative books: M. Bruézière et G. Mauger, *La France at ses écrivains (Langue et civilisation IV)*.

FRENCH IV. CIVILIZATION. An introduction to French civilization, concentrating on the history and literature of the Middle Ages and Renaissance periods. Representative readings: *La Chanson de Roland*; *Tristan et Iseult*; Rabelais, *Gargantua et Pantagruel*; Montaigne, *Essais*. Also review of the fundamentals of French grammar.

SPECIAL SECTIONS

FRENCH I. This class has been created for girls who enter Abbot with a good knowledge of elementary written and spoken French. The classes move at a rapid pace. For the period before Christmas, the class reviews French I; after Christmas French II is studied.

FRENCH II. This class is composed of students from French I. Special or students from other schools who have studied French for more than one year and can understand, write and speak the language well. Before Christmas the students review French II; after Christmas French III is studied. At the end of the year these students enter French IV.

HISTORY

ANCIENT AND MEDIEVAL HISTORY. Starting with pre-history and ending with the Reformation, the history of the countries of the Near East and Europe are studied from a cultural point of view. Stress is placed on how the people lived, their government, culture and art. Comparison with our own way of life is constantly made and the importance of the influence of the past on the present is shown. Open to ninth graders. Text: James Harvey Robinson, James Henry Breasted and Emma Peters Smith, *Earlier Ages*.

MODERN HISTORY. A chronological survey of European history from the Reformation to the present. Topics studied include: the rise and decline of absolute monarchs, the growth of nationalism, democracy, socialism, communism, imperialism, and the development of the totalitarian state. Brief cultural studies of China, Japan, the Near East and Africa are included under imperialism. The history of these countries is then developed concurrently with European history. Open to tenth graders. Text: Beard, Robinson and Smith, *Our Own Age*.

FAR EASTERN HISTORY. A survey of the civilizations and cultures of China, Japan, and India from pre-history to the present. An analysis of Asia's response to the Western world and Western ideas in the 19th and 20th Centuries will give the student the historical background necessary for an understanding of the present crisis in Asia. Texts: J. K. Fairbank, *The United States and China*; E. O. Reischauer, *Japan, Past and Present*; T. W. Wallbank, *A Short History of India and Pakistan*; John Yohannan, *A Treasury of Asian Literature*.

UNITED STATES HISTORY. This course deals with the story of our country from the Age of Exploration to the present. In addition to stressing the fundamental principles of the American way of life, the course gives the girls experience in work in primary sources, in evaluating secondary sources both fiction and non-fiction, in preparing research papers and oral reports. Feeling that dependence on one text is poor preparation for college work, the girls prepare assignments with the use of a reading list based on selections from books in their own possession and in the school library. Open to seniors.

Required books—Heffner, R. D., *A Documentary History of the United States*; Hofstadter, R., *The American Political Tradition*; Holt, S., *New Unit Outlines in American History*; Nevins and Commager, *The Pocket History of the United States*.

HISTORY OF ART. The course is a survey of the art of the Western World, starting with Egypt and ending with the Twentieth Century. The Orient is touched on very slightly. A few important monuments and artists are stressed to show the general style of each country and period. Style is emphasized and the student is shown how to observe the similarities and differences between the various countries and artists. Outside reading is assigned to supplement the text book. When possible, excerpts from the writings of artists and art critics are examined and museums are visited. Open to eleventh and twelfth graders. Text: David M. Robb and J. J. Garrison, *Art in the Western World*.

LATIN

LATIN I. This first year Latin course covers: (1) Basic forms and syntax of language. (2) Fundamental vocabulary. (3) Practice in translating Latin sentences into English and English into Latin preparatory to reading Caesar. Text: Alston Chase, *New Introduction to Latin*.

LATIN I SPECIAL. This course is designed for girls who have studied Latin in elementary school but are not yet ready for Caesar. The class moves at a rapid tempo. Text: Smith and Thompson, *First Year Latin*.

LATIN II. This course includes: (1) Caesar's Gallic wars. (2) Prose composition based on fundamentals of Latin grammar. (3) Sight translation. (4) Practice in comprehension. (5) Study of derivatives. Text: *Caesar's Gallic Wars* (Walker, Editor); *Latin II* (Pearson and Lawrence, Editors)

LATIN III. The third year work is devoted to: (1) Translation of Latin hexameter, Vergil's Aeneid, Books I, II, IV, VI. (2) Mythology. (3) Identification of persons, places, things. (4) Scansion. (5) Vocabulary. (6) Sight translation and comprehension. Texts: Carlisle and Richardson, *Fourth Year Latin*; Joseph Pearl, *Companion to Vergil*.

LATIN IV. The fourth year Latin course covers: (1) Latin prose, Cicero. (2) Review of vocabulary for four years. (3) Review of syntax. (4) Resume of Roman History covering the last century of the Roman Republic and (5) Sight translation and comprehension. Text: Kelsey and Meinecke, *Third Year Latin* (Cicero).

MATHEMATICS

MATHEMATICS I.—First Year Algebra. Elementary algebra through radicals and quadratics by formula, including some elementary set theory and inequalities. Text: Brumfiel-Eicholz, *Algebra I*.

MATHEMATICS I.—Special. A course designed to review the first year of algebra and continue as far into second year algebra as the individual is able to go. Text: Mayor and Wilcox, *Algebra Second Course*.

MATHEMATICS II.—Plane Geometry. Traditional coverage of Book I in the first semester followed immediately by the Pythagorean Theorem. The second semester then finishes geometry in the usual order but makes intensive use of the Pythagorean Theorem with necessary algebra whenever possible. Some analytic geometry is integrated with the rest. Text: Weeks and Adkins, *Geometry Plane and Solid*.

MATHEMATICS III. Intermediate Algebra including linear functions with use of set theory and inequalities; logarithms, trigonometric functions of the right triangle and in four quadrants; quadratic functions and theory of quadratics with some theory of higher equations; progressions; binomial theorem. Text: Mayor and Wilcox, *Algebra Second Course*.

MATHEMATICS IV.—College Algebra and Trigonometry. The course includes plane trigonometry with computations deemphasized, informal solid geometry, complex numbers and theory of equations, brief introduction to analytic geometry, permutations, combinations, and probability. Text: Allendoerfer and Oakley, *Fundamentals of Freshman Mathematics*.

MUSIC

MUSIC THEORY. A course on the elements of theory. The study of Harmony and Counterpoint, simple formal analysis, original composition in the small Primary Form, and ear and rhythmic training. Open to the three upper classes.

SCIENCE

ELEMENTARY SCIENCE. An introductory course with some laboratory work, laying the foundations for the major science courses. Emphasis is placed on deductive reasoning. Mathematical as well as physical, chemical and biological concepts are introduced. One unit centers on the atmosphere; another on the earth. Individual investigation is required. Field trips are provided. Open to tenth graders.

BIOLOGY. A comprehensive course outlining the full range of plant and animal types with emphasis on evolutionary development, both anatomical and physiological, on the pattern and periodicity of nature, and on biochemical significance. Some detailed appreciation of microscopic work and understanding of the third dimension is required. The latter part of the course includes a mathematical approach to genetics, mammalian physiology and human development. Open to upper classes. Text: Moon, Mann and Otto's—*Modern Biology*.

CHEMISTRY. A college preparatory course that includes the study of matter and the changes it undergoes. Attention is given to modern theories and to the mathematics of chemistry. Emphasis is placed upon the behavior of matter as related to atomic structure. Lecture, discussion, demonstration and laboratory work are performed weekly. Open to upper classes. Text: Nebergall and Schmidt, *General Chemistry*.

PHYSICS. This is an introductory course in elementary physics and deals with mechanics, heat, light, electricity, sound and atomic physics. The course is conducted on a lecture discussion basis with student experiments supplemented by demonstration experiments. Open to upper classes. Text: Marburger and Hoffman, *Physics For Our Times*.

SPANISH

SPANISH I. The beginning course, with emphasis on the essentials of grammar, vocabulary building, and elementary conversation, through classroom drill in the patterns of speech and individual laboratory work. The text used is *Primer Curso para Todos* (Pittaro and Green), with additional readings chosen to meet the needs of the group.

SPANISH II. Intensive drill in advanced principles of grammar. Daily practice in oral expression through classroom conversations generally based on Spanish civilization. Elementary readings from Spanish classics, all related to the study of Spanish culture. *Basic Elements of Spanish* (Barlow), *Espana a vista de pájaro* (Bretón and Martín), *Corazón de Espana* (Centeno). Laboratory work assigned according to the needs of the individual student.

SPANISH III. Review of grammar, and drill in the use of idioms and advanced grammatical constructions. *Rodeo Gramatical* (Raymond). Increased reading speed and comprehension through selected readings, with the content discussed in Spanish. *El Gaucho Smith* (López Luna), *Marianela* (Galdós), *Rosina es Frágil* (Martínez Sierra), and others. Creative writing, and elementary studies in literary criticism, including poetry and the novel.

SPANISH IV. Comprehensive study of Spanish civilization, with emphasis on historical developments, *Espana: Sintesis de su Civilización* (Mallo). Use of foreign editions for the study of *Dona Perfecta* (Galdós), *María* (Isaacs), *Dona Bárbara* (Gallegos), and others. Discussion of these readings in Spanish based on content, composition, and literary style. Studies in literary criticism, and many opportunities for creative writing.

MINOR SUBJECTS

Every Abbot student is expected to spend several hours a week on the study of one or more minor subjects.

STUDIO ART. Courses designed to stimulate a creative approach toward drawing and design. A variety of materials and media are used.

ART APPRECIATION. Films, slides, demonstrations, and field trips to museums and art galleries emphasize the development of observation and appreciation in the visual arts.

BIBLE. The study of the Old and New Testament Scriptures.

APPLIED MUSIC. Individual study is available in voice, piano, organ, string and wind instruments.

THE LITERATURE AND MATERIALS OF MUSIC. A study of the art of music, its techniques, history and development emphasizing the dynamic nature of music and the changing concepts that have shaped it.

SPEECH. The study of oral communication with emphasis on precision of utterance. Principles and practice are coordinated.

TYPING. A course of instruction and practice to enable the student to type with facility.

STUDY SKILLS. An eight week course for new girls to help develop proper study habits and methods of reading for different purposes.

PLAY PRODUCTION. Analysis of the basic elements of drama in performance and survey of cultural background and theatrical forms of the various historical periods.

REQUIRED READING BEFORE ENTERING THE 9th GRADE

Legends and Myths

Gayley, Charles Mills . . . *Classic Myths*
or
Hamilton, Edith . . . *Mythology*
Norse Mythology
Heroes of Asgaard

Green, Roger Lancellyn
The Arthurian Legends

Lamb, Charles . . . *Tales from Shakespeare*
or
Chute, Marchette
Stories from Shakespeare

Poetry

Longfellow, Henry W.
Masfield, John
Poe, Edgar Allen
Stevenson, Robert Louis

Fiction

Alcott, Louisa May . . . *Little Women*
Andersen, Hans Christian . . . *Fairy Tales*
Barrie, James *Peter Pan*
Carroll, Lewis . . . *Alice in Wonderland*
Chesterton, G. K. . . *Father Brown Stories*
Cooper, James F.
The Last of the Mohicans
Defoe, Daniel . . . *Robinson Crusoe*
Dickens, Charles . . . *A Christmas Carol*
Doyle, A. Conan
The Adventures of Sherlock Holmes
Dumas, Alexandre . . .
Three Musketeers
Count of Monte Cristo
Grahame, Kenneth . . *Wind in the Willows*
Grimm *Fairy Tales*
Kipling, Rudyard . . . *Jungle Book*
Just So Stories
Stevenson, Robert Louis . . *Black Arrow*
Twain, Mark *Tom Sawyer*
Huckleberry Finn

REQUIRED READING BEFORE ENTERING THE 10th GRADE

Brontë, Charlotte <i>Jane Eyre</i>	Dickens, Charles . . . <i>David Copperfield</i>
Brontë, Emily . . . <i>Wuthering Heights</i>	Scott, Sir Walter <i>Ivanhoe</i>
Bible	<i>Genesis and Exodus</i>

REQUIRED READING BEFORE ENTERING THE 11th GRADE

Bible *The Four Gospels*
Cather, Willa *My Antonia*
Hawthorne, Nathaniel . . . *House of Seven Gables*
Lewis, Sinclair *Main Street*

REQUIRED READING BEFORE ENTERING THE 12th GRADE

Bible . . . <i>The Book of Job</i>	Strachey, Lytton . . . <i>Queen Victoria</i>
<i>First Epistle to the Corinthians</i>	
<i>The Book of Revelations</i>	Thackeray, William . . . <i>Vanity Fair</i>

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New England Conservatory of Music; Studied with Heinrich Gebhard
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Studied with Mme. Povla Frijsch, Percy Rector Stephens, Isidore Luckstone; Solo appearance with the Boston Symphony Orchestra
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Studied with Nadia Boulanger, Hilda Roosevelt, von Warhlich, Marie Sundelius, Olga Averino and Fritz Lehmann
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KATHERINE ELIZABETH HILGENDORFF
Bridgeport, Connecticut

ALINE MEADOWCROFT HILL
New Canaan, Connecticut

MARGARET ROSE HINCKLEY
Melrose, Massachusetts

BARBARA BROOKS HOFFMAN
Darien, Connecticut

SARAH HOLBROOK
Sewickley, Pennsylvania

CAROLYN HOLCOMBE
Milford, New Hampshire

ANTOINETTE HOPKINS
East Norwich, New York

NINA HOPKINS
Raynham Center, Massachusetts

ELIZABETH ANN HUBBARD
Kensington, Connecticut

CAROL FONTAINE HUMSTONE
Douglaston, New York

ELLEN FOSTER HUNTINGTON
Princeton, New Jersey

JOANNE PAUL HYDE
North Andover, Massachusetts

MARY HENDERSON JASPER
Syracuse, New York

AMY EDITH JOHNSON
Worcester, Massachusetts

MARY EVELYN JOHNSON
Newtown, Connecticut

KRISTINA DAWN JONES
Caracas, Venezuela

MARY LOUISE KASE
Mequon, Wisconsin

MARSHA KETCHAM
Westfield, New Jersey

DIANA LYNNE KIARIS
South Dartmouth, Massachusetts

CYNTHIA FIFIELD KIMBALL
Andover, Massachusetts

MARGARET REVELLE KIMBALL
Andover, Massachusetts

MARGRIT RUTH KRAKAUER
Andover, Massachusetts

CHERYL ANN KRIPPENDORF
Marblehead, Massachusetts

ELFRIEDE PITTMAN LAFF
Andover, Massachusetts

ELIZABETH BONTECOU LAGE
Madison, Connecticut

JUDITH CONWAY LANG
Great Neck, New York

LANGDON HUNT LEARNED
Topsfield, Massachusetts

SUSAN LEBACH
Andover, Massachusetts

JEAN STUART LIPPINCOTT
Winston-Salem, North Carolina

SUSAN EMILY LOCALIO
New York, New York

SARAH FRANCESCA LORIA
Lock Haven, Pennsylvania

DEBORAH MEREDITH LOW
Cohasset, Massachusetts

ANN RUTHVEN MACCREADY
Middleboro, Massachusetts

LUCY GAINES MACK
New Canaan, Connecticut

ELIZABETH MORLEY MARSHALL
Red Wing, Minnesota

NANCY SCHOFIELD MCARDLE
Andover, Massachusetts

ANNE STONE McDERMOTT
Lawrence, Massachusetts

PATIENCE WISTER MEIGS
Hamden, Connecticut

JACQUELINE LEE MEYERS
Andover, Massachusetts

ANITA MAXWELL MILLER
Auburn, Maine

DANICA MILLER
Meadville, Pennsylvania

MARTHA ANN MOCK
Pittsburgh, Pennsylvania

NANCY HUSON MOLL
Concord, New Hampshire

ROSEMARIE MONATT
Stroudsburg, Pennsylvania

MARGARET ANNE MOORE
East Norwich, New York

ALLISON CONSTANCE MORRILL
Spartanburg, South Carolina

PATRICIA GERTRUDE MORRILL
Spartanburg, South Carolina

BETHE LEE MOULTON
Marblehead, Massachusetts

ELIZABETH WATSON MOULTON
Salem, Massachusetts

EMILY LOUISE MOULTON
Salem, Massachusetts

FREDERICKA SAWYER MOXON
Oley, Pennsylvania

DARRELL OGDEN
North Andover, Massachusetts

POLLY VANDERFORD OSBORN
Marblehead, Massachusetts

GREICHEN SNYDER OVERBACH
Madawaska, Maine

EDITH PAFFARD
Sewickley, Pennsylvania

BRIDGET LAWRENCE PARSON
Andover, Massachusetts

HOPE FESSENDEN PARSON
Andover, Massachusetts

MARIA MATILDE PASTORIZA
Dominican Republic

LINDA ANN PATTBERG
Ridgewood, New Jersey

PRISCILLA STANTON PEDERSEN
New Canaan, Connecticut

LINDA JOSEPHINE PERKIN
Grosse Pointe, Michigan

LEE PORTER
Port Washington, New York

MARGARET POWER
Karachi, Pakistan

NANCY VARNEY POYNTER
Andover, Massachusetts

SANDRA LOUISE PRICE
Hamilton, Bermuda

JANE GRANT PROCTOR
Clinton, New York

BETTINA JOHANNA PROSKE
Santurce, Puerto Rico

ANNE LAWRENCE RAHILLY
Westfield, New Jersey

KATHERINE MARSH REINHOLD
Pawling, New York

JANE RUTH REYNOLDS
Chappaqua, New York

REBECCA RUTH REYNOLDS
Sylvania, Ohio

ROBIN LAVELLE RICHARDS
Hamden, Connecticut

LINDA LEE RICHARDSON
Greenwich, Connecticut

ANTOINETTE BEATRICE ROCHÉ
Caracas, Venezuela

- BARBARA EASTWOOD ROEDIGER
Andover, Massachusetts
- PATRICIA DABNEY ROVERSI
Andover, Massachusetts
- BARBARA LEE RUGEN
Falmouth, Massachusetts
- MARGARET HARLOW RYDER
Cotuit, Massachusetts
- ANITA MITCHELL SCHENCK
Scarsdale, New York
- MARGARET EILEEN SCHOCK
Sea Girt, New Jersey
- JOANNE SCHWIEBERT
New Canaan, Connecticut
- SHARON LEE SEECHÉ
North Andover, Massachusetts
- JOAN SHARROCK
Beverly, Massachusetts
- AMY JUDITH SHLOSSBERG
Haverhill, Massachusetts
- KAREN WOODBRIDGE SMITH
Falmouth, Maine
- ELLEN BARBARA SOBILOFF
Fall River, Massachusetts
- LONNIE SOMERS
Andover, Massachusetts
- CYNTHIA IRENE SORENSEN
Fairfield, Connecticut
- SUSAN GROVE SPANGLER
Wyomissing, Pennsylvania
- SUSAN CHURCHILL STAFFORD
Keene, New Hampshire
- KATHERINE STAPLES
Hanover, New Hampshire
- HILDEGARDE GAY STEIMLE
New York, New York
- CHRIS OLIPHANT STERN
Lyme, New Hampshire
- LAURA CAROLINE STEVENSON
Ann Arbor, Michigan
- LAUREL UNDERWOOD STEVENSON
Libertyville, Illinois
- MARY ADELE STURGEON
Caracas, Venezuela
- NANCI ELISABETH SULLIVAN
Nashua, New Hampshire
- JACQUELYN LEE SUTTON
Avon, Connecticut
- KAREN MARIE SWENSON
Concord, New Hampshire
- BARBARA SYKES
Bass River, Massachusetts
- SUSAN DAIN TRAFTON
Auburn, Maine
- MARY GRACE TRAVERS
Richmond, Indiana
- WENDY ANN TRENEER
Merion, Pennsylvania
- ROSEMARY CAVERLY TYLER
Concord, New Hampshire
- SARAH ELGIE UMPHREY
Washburn, Maine
- LETITIA UPTON
St. Joseph, Michigan
- JACQUELINE MARIE VAN AUBEL
Madison, Connecticut
- SUSAN STARR VAN WINKLE
Rye, New York
- IRIS ALEXANDRA VARDAYOULIS
Andover, Massachusetts
- SUSAN FULLER VOORHEES
Denver, Colorado
- GWYNETH VAN ANDEN WALKER
New Canaan, Connecticut
- LAURIE LOUISE WALTUCH
Clayton, Missouri
- NATALIE WARE
Concord, New Hampshire
- NANCY WARLICK
Andover, Massachusetts
- MARGARET ROSE WARSHAW
Andover, Massachusetts
- HELEN GILLETTE WATSON
Chestertown, Maryland
- SARAH ANN WATSON
New Canaan, Connecticut
- MOLLY MOORE WEBSTER
Boston, Massachusetts
- MARTHA THOMPSON WIES
Branford, Connecticut
- MARY GAYDEN WILKINS
Newburyport, Massachusetts
- MARY JUDITH WILSON
Beverly, Massachusetts
- CHARLOTTE NANCY WITTS
Oxford, England
- ALICE EMORY WOOD
Centreville, Maryland
- ROBIN HART WOOD
Essex Fells, New Jersey
- SUZANNE GRAY WOODWARD
Portland, Maine
- SUSAN DAWN WOODWORTH
Andover, Massachusetts
- ELISA TESTMAN WRIGHT
Noank, Connecticut
- GEORGIANNE YLITALO
Washington, D.C.
- DONNA SUSAN YOUNGBLOOD
Boston, Massachusetts
- CYNTHIA STAGER ZOLLNER
Andover, Massachusetts
- EMMA WELLING THOMAS
Newport, Rhode Island
- DALE GODDARD THOMSON
Swampscott, Massachusetts
- CYNTHIA ELIZABETH TILNEY
New York, New York

1962 - 1963

	MASSACHUSETTS		FOREIGN COUNTRIES	
Massachusetts	40			
Connecticut	31			
New York	26		Venezuela	3
New Hampshire	16		Netherlands	2
Pennsylvania	13		Afghanistan	}
New Jersey	9		Bahamas	
Maine	8		Bermuda	
Illinois	3		Dominican Republic	
Michigan	3		England	
Montana	3		Kenya	
Maryland	2		Libya	
North Carolina	2		Mexico	} one each
Rhode Island	2		Pakistan	
South Carolina	2			
California	}			
Colorado				
District of Columbia				
Georgia				
Indiana				
Kansas			Day Students	42
Minnesota			Boarders	188
Missouri		one each		
Nebraska				
Ohio				
Puerto Rico				
Texas				
Virginia				
West Virginia				



COLLEGE MATRICULATION OF THE CLASS OF 1962

<i>College</i>	<i>No. of Students</i>	<i>College</i>	<i>No. of Students</i>	<i>College</i>	<i>No. of Students</i>
Arizona, University of	1	Finch Junior	1	Rollins	2
Beloit	1	Hollins	2	Sarah Lawrence	1
Bennett Junior	5	Margaret Morrison		Scripps	1
Bennington	1	Carnegie College	1	Simmons	3
Boston Museum School	1	Michigan, University of	1	Smith	6
Boston, University	1	Middlebury	1	Stanford	1
Bradford Junior	1	Mills	1	Swarthmore	1
Briarcliff	3	Mount Holyoke	4	Tufts and Boston	
Bryn Mawr	1	Northwestern	3	Museum School	1
California, University of	1	Oberlin	1	Vassar	2
Colby Junior	2	Parsons	1	Wellesley	3
Colorado, University of	2	Pembroke	3	Wells	1
Connecticut	2	Randolph Macon	1	Western	2
Cornell	1	Rochester, University of	1	Wilson	3

EXPENSES

The charge for Boarding Students is \$2,550. a year; for Day Students \$1,000. a year. The charge of \$2,550. for board and tuition includes also: the physical examination fee, the concert and lecture fee, laboratory fees, seven days' care in the Infirmary unless the services of a special nurse are required, laundering of all flatwork and two dollars' worth of personal laundry weekly.

The tuition fee of \$1,000 for Day Students includes the physical examination fee, lecture and concert fee, tiffin, and laboratory fees, but not luncheon.

CHARGES FOR PRIVATE LESSONS FOR THE SCHOOL YEAR

Piano, Violin, Organ, or Singing

Two half-hour lessons a week	\$250.00	Speech, one lesson a week	\$100.00
One half-hour lesson a week	125.00	Tutoring, per hour	5.00

Payments are due as follows: All applicants, \$15.00 at the time of application; Boarding Students, \$25.00 at the time of registration for reservation of place, \$1,250 on September 10th and \$1,275 on February 1st; Day Students, \$25.00 at the time of registration, \$475.00 on September 10th, and \$500.00 on February 1st.

The application fee of \$15.00 is retained by the school. The fee of \$25.00 for the reservation of a place is forfeited if the student is withdrawn after May first; otherwise it is applied to the first semester tuition payment.

Charges for private lessons, and other personal expenses such as books and stationery, tutoring, and special chaperoning, are payable at the end of each term, in December, March and June.

The engagement is made for the entire year, or for that part of it remaining after entrance, and no deduction is made for late entrance, absence, or removal before the close of school.

A deposit of at least \$75.00 for spending money — including payment of students' organization dues, for charitable purposes, for travel when taking a week-end, for Saturday leaves, for plays and concerts in Boston (cost of Symphony trips is put on term bills) — should be made in each Boarding Student's name on or before the opening day of school.

C A L E N D A R

1962 - 1963

Monday, September 17

Arrival and Registration of All Resident Students before 6 p.m.

Tuesday, September 18

Beginning of term

Friday, November 9, and Saturday, November 10

Parents' Week End

Wednesday, November 21 at 1 p.m. to Sunday, November 25 at 6 p.m.

Thanksgiving Week End

Tuesday, December 18 at 10:30 to Tuesday, January 8 at 6 p.m.

Christmas Vacation

Friday, March 15 to Monday, April 1

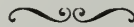
Spring Vacation

Saturday, May 4

Alumnae Reunion and Birthday Bazaar

Monday, June 3

Commencement



Monday, September 16, 1963

Opening of School

Occasionally some change in the school calendar is necessary. If this occurs, parents will be notified well in advance.



ABBOT ACADEMY

ANDOVER, MASSACHUSETTS

Courses of Study



SUBJECTS TAUGHT AT ABBOT ACADEMY

GRADE	9	10	11	12
MAJOR SUBJECTS	The school strongly recommends 5 majors		5 majors	4 majors
M A J O R S U B J E C T S	*Eng. I	*Eng. II	*Eng. III	*Eng. IV or Eng. IV Honors
	†Lat. I	†Lat. II, Caesar	†Lat. III, Vergil	Lat. IV, prose and poetry, (may be Adv. Pl.)
	Fr. I or II	Fr. II or III	Fr. III or IV	Fr. IV or Fr. V
	Span. I or II	Span. II or III	Span. III or IV	Span. IV (may be Adv. Pl.) ENTRANCE IN LAT., FR., SPAN. IV, BY RECOM- MENDATION
	†Hist., Anc. + Med.	Hist., Modern	Hist., Eng.	*Hist., Amer.
		Hist., East Asian	Hist., East Asian	Hist., East Asian
	*Math. I, Alg.	*Math. II, Geo.	†Math. III (Int. Alg.)	Math IV ENTRANCE BY RECOMMENDA- TION
		Science	*Bio., Chem. or Physics (6 periods)	†Bio., Chem. or Physics (6 periods)
		Music Theory	Music Theory	Music Theory
			Hist. of Art	Hist. of Art
EACH SUBJECT MEETS 4 PERIODS WEEKLY. A PERIOD IS 50 MINUTES LONG.				
MUSIC LESSONS	Piano, voice, instrumental lessons are considered equivalent to a major course. If Music Theory is taken, 1 credit is given for several years of practical music.			
M I N O R S	*Bible I (2 periods)	*Bible II (2)	*Sr. Mid. Bible or Bible II (2)	*Bible IV (1)
	*Art (2)	*Art (2)	Art (2)	Art (2)
	*Speech (2)	*Speech (2)	Music, Literature and Materials (1)	Music, Literature and Materials (1)
		*Basic Music (2)	Art Apprec. (1)	Art Apprec. (1)
		Art Apprec. (1)	Typing (1)	Typing (1)
		Music Apprec. (1)	Play Production (2)	Play Production (2)
	Study Skills	Study Skills (new girls)	Study Skills (certain new girls)	
	Greek (1)	Greek (1)	Greek (1)	Greek (1)

*REQUIRED

†STRONGLY RECOMMENDED

ENGLISH

ENGLISH I. This course includes: (1) Grammar through reading and writing. (2) Mechanics of writing — structure of sentences and paragraphs. (3) Composition — descriptive, narrative, expository. (4) Study of texts: (a) for background; (b) to develop acquaintance with some basic forms, i.e. historical novels, epic, narrative poetry, lyric, Shakespearean comedy; (c) to introduce methods of critical approach. Representative texts: *Odyssey*; *Midsummer Night's Dream*; ballads; *Tale of Two Cities*.

ENGLISH II. The second year is devoted to: (1) Intensive study of words, emphasizing precision and effectiveness of choice. (2) Composition — descriptive, imaginative, critical. (3) Study of texts: (a) to develop acquaintance with a wider range of authors and of form, in particular comedy in drama and prose, the short story, the sonnet; (b) to analyze the relationship between purpose and style in writing, with emphasis on allegory, humor, characterization, and some elementary consideration of satire. (4) Background to Elizabethan and 17th century literature. Representative texts: *Richard II*, *Merchant of Venice*; *Cranford*, *Animal Farm*.

ENGLISH III. The third year work covers: (1) Development of individual style in writing, and greater consciousness of form and technique. (2) More advanced critical studies. (3) Background of 18th and early 19th century prose and verse, with emphasis on satire, the essay, the classical and romantic tradition. (4) Introduction to Shakespearean tragedy. (5) Some study of 19th century American literature, particularly novelists and essayists. Representative texts: *Macbeth*; *Gulliver's Travels*; *Pride and Prejudice*; extracts from Pope, Addison, Steele, Gray, Wordsworth, Keats, Shelley, etc.

ENGLISH IV. The fourth year English course: (1) Main emphasis on gaining facility, clarity, correctness and speed in writing. Intensive study of construction of a composition, and the development of logical thought. (2) Some formal work in précis. (3) Development of the concept of tragedy in drama, classical, Shakespearean, and modern; in the novel, epic and the Bible. (4) Victorian and modern poetry, with a review of prosody and poetic technique. (5) Long written studies of writers of their own choice, with the minimum of guidance, to develop individual judgment and apply the principles of criticism assimilated during the four years. Representative texts: *Oedipus Rex*; *Hamlet*; *Paradise Lost*; *The Return of the Native*; selected modern poetry.

FRENCH

The direct method is used. Classes are conducted in French. The aim is to teach the students not only to read or write French but to understand and speak it. Students who have had some French before coming to Abbot can be placed in "Special sections" which move more rapidly, enabling them to take French IV or V in later years.

FRENCH I. Basic vocabulary and grammar. Practice of conversation. Varied exercises, oral and written. Representative text: G. Mauger *Cours de langue et de civilisation françaises à l'usage des étrangers* (1er degré).

FRENCH II. All the principal tenses (except "passé simple" and "passé antérieur") in grammar are studied. At the end of the year students are expected to be able to converse easily in French. Representative text: G. Mauger, *Cours de langue et de civilisation françaises I* (2ème degré). During the year the students must do outside reading in French.

FRENCH III. Review of grammar and new vocabulary. Representative text: G. Mauger, *Cours de langue et de civilisation françaises II* (3e degré). Plays and stories by French authors.

FRENCH IV. Grammatical reviews. Essays and debates. General outline of French civilization, geography, history, economy, and education. Emphasis on 17th and 18th Century authors. Text: G. Mauger, *Cours de langue et de civilisation françaises II* (4e degré). Outside reading required.

FRENCH V. A literary study of 19th and 20th Century great authors, with background of past and present French civilization. Outside reading is required supplemented by oral and written reports.

FRENCH IV. CIVILIZATION. An introduction to French civilization, concentrating on the history and literature of the Middle Ages and Renaissance periods. Representative readings: *La Chanson de Roland*; *Tristan et Iseult*; Rabelais, *Gargantua et Pantagruel*; Montaigne, *Essais*. Also review of the fundamentals of French grammar.

SPECIAL SECTIONS

FRENCH I. This class has been created for girls who enter Abbot with a knowledge of elementary written and spoken French. The classes move at a rapid pace with emphasis on reading fluency, ability to write correctly, and facility in speaking.

FRENCH II. This class is composed of students from French I. Special or students from other schools who have studied French for more than one year and can understand, write and speak the language well.

NOTE: All students are required to use the Language Laboratory.

GERMAN

GERMAN II. Intensive drill in advanced grammar, perfection of vocabulary, classroom conversation. Elementary readings from *Cultural Graded Readers*, Book IV, *Einstein*. Text: Schulz-Griesbach, *Deutsche Sprachlehre für Ausländer*.

HISTORY

ANCIENT AND MEDIEVAL HISTORY. Starting with pre-history and ending with the Reformation, the history of the countries of the Near East and Europe are studied from a cultural point of view. Stress is placed on how the people lived, their government, culture and art. Comparison with our own way of life is constantly made and the importance of the influence of the past on the present is shown. Open to ninth graders. Text: James Harvey Robinson, James Henry Breasted and Emma Peters Smith, *Earlier Ages*.

MODERN HISTORY. A chronological survey of European history from the Reformation to the present. Topics studied include: the rise and decline of absolute monarchs, the growth of nationalism, democracy, socialism, communism, imperialism, and the development of the totalitarian state. Brief cultural studies of China, Japan, the Near East and Africa are included under imperialism. The history of these countries is then developed concurrently with European history. Open to tenth graders.

EAST ASIAN HISTORY. A survey of the civilizations and cultures of China, Japan, and India from pre-history to the present. An analysis of Asia's response to the Western world and Western ideas in the 19th and 20th Centuries will give the student the historical background necessary for an understanding of the present crises in Asia. Texts: J. K. Fairbank, *The United States and China*; E. O. Reischauer, *Japan, Past and Present*; T. W. Wallbank, *A Short History of India and Pakistan*; John Yohannan, *A Treasury of Asian Literature*.

ENGLISH HISTORY. This course is a study of the development of England as a nation from pre-history to the present. Special emphasis is given to the growth of the parliamentary form of government and of the English legal system. Although use is made of a text as general background, extensive work is done in library sources both for the preparation of weekly assignments and the writing of a research paper. Text: George Trevelyan, *History of England*, 3 volumes. Open to 11th graders.

UNITED STATES HISTORY. The course in American history provides an intensive study of American institutions and ideas from their origins in the European and English Renaissance to the present. Special attention is paid to the factors, both domestic and foreign, which have acted upon these ideals and institutions. Feeling that dependence on one text is poor preparation for college work, the girls do most of the reading assignments in books from the school library. The use of the library gives experience in the reading of primary sources and the evaluation of secondary sources. Required for seniors.

HISTORY OF ART. The course is a survey of the art of the Western World, starting with Egypt and ending with the Twentieth Century. The Orient is touched on very slightly. A few important monuments and artists are stressed to show the general style of each country and period. Style is emphasized and the student is shown how to observe the similarities and differences between the various countries and artists. Outside reading is assigned to supplement the text book. When possible, excerpts from the writings of artists and art critics are examined and museums are visited. Open to eleventh and twelfth graders. Text: David M. Robb and J. J. Garrison, *Art in the Western World*.

LATIN

LATIN I. This first year Latin course covers: (1) Basic forms and syntax of language. (2) Fundamental vocabulary. (3) Practice in translating Latin sentences into English and English into Latin in preparation for the reading of Caesar's Gallic Wars. Text: Alston Chase, *New Introduction to Latin*.

LATIN II. This course includes: (1) Caesar's Gallic wars. (2) Prose composition based on fundamentals of Latin grammar. (3) Sight translation. (4) Practice in comprehension. (5) Study of Caesarean vocabulary with some attention given to derivatives. Text: *Caesar's Gallic Wars* (Walker, Editor); *Latin II* (Pearson and Lawrence, Editors).

LATIN III. The third year work is devoted to: (1) Vergil's Aeneid, Books I, II, IV, VI. (2) Attention given to mythological references. (3) Identification of persons, places, things. (4) Scansion. (5) Vocabulary. (6) Sight translation and comprehension. Texts: Carlisle and Richardson, *Fourth Year Latin*; Joseph Pearl, *Companion to Vergil*.

LATIN IV. The fourth year of Latin consists of (1) translation of the four Catilinarian Orations of Cicero, the philosophical essays *De Amicitia* and *De Senectute* and other selections from Cicero's writings, (2) vocabulary, (3) sight translation and comprehension. Text: Kelsey and Meincke, *Third Year Latin* (Cicero).

MATHEMATICS

MATHEMATICS I. First Year Algebra. Modern treatment of elementary algebra through radicals and quadratics by formula, including some elementary set theory and inequalities. Text: Johnson, Lendsey, *Modern Algebra, First Course*.

MATHEMATICS I. Advanced. A course designed to review the first year of algebra and continue as far into second year algebra as the individual is able to go. Text: Johnson, Lendsey, *Modern Algebra, First Course*.

ALGEBRA REVIEW. For the 10th grade. This course offers an intensive review of the more difficult parts of elementary algebra, fractions, word problems, radicals, and exponents. It has the double purpose of providing all algebra necessary for the concurrent Math II course in plane geometry, and of giving an adequate background for Math III.

MATHEMATICS II. Plane Geometry. Traditional coverage of Book I in the first semester followed immediately by the Pythagorean Theorem. The second semester then finishes geometry in the usual order but makes intensive use of the Pythagorean Theorem with necessary algebra whenever possible. Some solid geometry and some analytic geometry is integrated with the rest. Text: Weeks and Adkins, *Geometry Plane and Solid*.

MATHEMATICS III. Intermediate Algebra including linear functions with use of set theory and inequalities; logarithms, trigonometric functions of the right triangle and in four quadrants; quadratic functions and theory of quadratics with some theory of higher equations; progressions; binomial theorem. Text: Johnson, Lendsey, *Modern Algebra, Second Course*.

MATHEMATICS IV. This is a functional approach to plane trigonometry and complex numbers following work with the real number system and exponential and logarithmic functions. Additional topics from the theory of equations, analytic geometry, theory of matrices, and permutations, combinations and probability are chosen to fit the needs of the group. Text: Fisher and Ziebur, *Integrated Algebra and Trigonometry*.

MUSIC

MUSIC THEORY. A course on the elements of theory. The study of Harmony and Counterpoint, simple formal analysis, original composition in the small Primary Form, ear and rhythmic training, and dictation and keyboard harmony. Open to the three upper classes.

SCIENCE

ELEMENTARY SCIENCE. An introductory course with some laboratory work, laying the foundations for the major science courses. Emphasis is placed on deductive reasoning. Mathematical as well as physical, chemical and biological concepts are introduced. One unit centers on the atmosphere; another on the earth and space. Such topics as cosmetics and industrial processes are considered. Individual investigation is required. Field trips are provided. Open to tenth graders. Text: *Modern Physical Science*, Brooks, Tracy and Tropp.

BIOLOGY. A comprehensive course outlining the full range of plant and animal types with emphasis on evolutionary development, both anatomical and physiological, on the pattern and periodicity of nature, and on biochemical significance. Some detailed appreciation of microscopic work and understanding of the third dimension is required. The latter part of the course includes a mathematical approach to genetics, mammalian physiology and human development. Open to upper classes. Text: Moon, Mann and Otto's—*Modern Biology*.

CHEMISTRY. A college preparatory course that includes the study of matter and the changes it undergoes. Attention is given to modern theories and to the mathematics of chemistry. Emphasis is placed upon the behavior of matter as related to atomic structure. Lecture, discussion, demonstration and laboratory work are performed weekly. Open to upper classes. Text: Dull, Metcalfe, Williams, *Modern Chemistry*.

PHYSICS. This is an introductory course in elementary physics and deals with mechanics, heat, light, electricity, sound and atomic physics. The course is conducted on a lecture discussion basis with student experiments supplemented by demonstration experiments. Open to upper classes. Text: Dull, Metcalfe, Williams, *Modern Physics*.

SPANISH

SPANISH I. The beginning course, with emphasis on the essentials of grammar, vocabulary building, and elementary conversation, through classroom drill in the patterns of speech and individual laboratory work. The texts used are *Open Door to Spanish* (Madrigal) and *First-Year Spanish* (Staubach and Walsh), with additional readings chosen to meet the needs of the group.

SPANISH II. Intensive drill in advanced principles of grammar. Daily practice in oral expression through classroom conversations generally based on Spanish civilization. Elementary readings from Spanish classics, all related to the study of Spanish culture. Texts: *Second-Year Spanish* (Staubach and Walsh) and *Corazón de España* (Centeno). Laboratory work assigned according to the needs of the individual student.

SPANISH III. Review of grammar and drill in the use of idioms and advanced grammatical constructions. *Rodeo Gramatical* (Francis and Raymond). Increased reading speed and comprehension through selected readings, with the content discussed in Spanish. *Marianela* (Galdós), *Rosina es Frágil* (Martínez Sierra), *Lluvia Roja* (Goytortúa), and others. Creative writing and elementary studies in literary criticism, including poetry and the novel.

SPANISH IV. Comprehensive study of Spanish civilization, with emphasis on historical developments. *España y su Civilización* (Ugarte). Use of unabridged editions for the study of *Pepita Jiménez* (Valera), *Rimas y Leyendas* (Bécquer), *Dona Bárbara* (Gallegos), *La Barraca* (Blasco-Ibáñez), and two plays by Calderón de la Barca. Discussion of these readings in Spanish based on content, composition, and literary style. Studies in literary criticism, and many opportunities for creative writing.

MINOR SUBJECTS

Every Abbot student is expected to spend several hours a week on the study of one or more minor subjects.

STUDIO ART. An introduction to varied techniques of creative expression, application of the principles of art, and encouragement of experimentation.

ART APPRECIATION. Slides and field trips to museums and art galleries emphasize the development of observation, understanding and appreciation in the visual arts. Open to 11th and 12th graders.

BIBLE. The study of the Old and New Testament Scriptures. Special attention is given to the contribution of the prophets.

GERMAN I. A minor course designated to teach fundamental words, sentences and basic grammar. Oral exercises in speaking.

GREEK. An introduction to the fundamental vocabulary, syntax and grammar. Stress on reading in the original various forms of literature. (i.e. poetry, prose, drama.)

APPLIED MUSIC. Individual study is available in voice, piano, organ, string and wind instruments.

BASIC MUSIC. For a thorough basic comprehension of scale structure, rhythm, and music terminology essential to the understanding of the elements of music, whether listened to or performed.

THE LITERATURE AND MATERIALS OF MUSIC. A study of the art of music, its history, and the development of its techniques with emphasis on the dynamic nature of music.

PLAY PRODUCTION. Analysis of the basic elements of drama in performance and survey of cultural background and theatrical forms of the various historical periods. A workshop provides practical experience in actual play production.

SPEECH. The study of oral communication with emphasis on precision of utterance. Principles and practice are coordinated.

TYPING. A course of instruction and practice to enable the student to type with facility.

STUDY SKILLS. A six week course for new girls to help develop proper study habits and methods of reading for different purposes.

REQUIRED READING BEFORE ENTERING THE 9th GRADE

Hamilton, Edith *Mythology*

REQUIRED READING BEFORE ENTERING THE 10th GRADE

9th Grade Required Reading in addition to:

Chaucer . *Prologue to Canterbury Tales, Nun's Priest's Tale*

Homer . *Odyssey* (Rieu Translation) Dickens . . . *Tale of Two Cities*

Shakespeare . . .	Bronte . . .
<i>Midsummer Night's Dream</i>	<i>Jane Eyre</i>
<i>The Tempest</i>	<i>Wuthering Heights</i>

King James Bible *Genesis and Exodus*

REQUIRED READING BEFORE ENTERING THE 11th GRADE

9th and 10th Grade Required Reading in addition to:

Orwell , *Animal Farm* King James Bible, *The Four Gospels*

Shakespeare . . . *Merchant of Venice* Willa Cather . . . *My Antonia*

Sinclair Lewis *Main Street*

Nathaniel Hawthorne *House of Seven Gables*

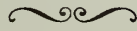
REQUIRED READING BEFORE ENTERING THE 12th GRADE

9th, 10th and 11th Grade Required Reading in addition to:

William Makepeace Thackeray : *Vanity Fair*

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SUPPLEMENT

to

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for

1963-1964



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Paula Hill
Stanley Buetens

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- CYNTHIA STAGER ZOLLNER
Andover, Massachusetts

1963 - 1964

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Connecticut	31		
New York	25	Venezuela	3
New Hampshire	15	Greece	2
Maine	10	Bahama Islands	} one each
Pennsylvania	8	Columbia	
New Jersey	7	Libya	
North Carolina	6	France	
California	4	England	
Montana	4		
Ohio	4		
Colorado	} two each		
Illinois			
Indiana			
Maryland			
Michigan		Day Students	41
Rhode Island			
South Carolina		Boarders	184
Virginia	} one each		
District of Columbia			
Florida			
Georgia			
Kansas			
Missouri			
Nebraska			
Texas			
Vermont			



<i>College</i>	<i>No. of Students</i>	<i>College</i>	<i>No. of Students</i>	<i>College</i>	<i>No. of Students</i>
Annhurst	1	Hollins	2	Pennsylvania,	
Arizona, University of	1	Hood	1	University of	1
Barnard	1	Johns Hopkins School		Radcliffe	3
Bates	1	of Nursing	1	Southern California,	
Beloit	2	Julliard	1	University of	1
Bennett Junior	2	Katherine Gibbs	1	Scripps	1
Boston University	1	Michigan, University of	1	Smith	7
Briarcliff	2	Middlebury	1	Stanford	1
Bryn Mawr	3	Mount Holyoke	2	Stephens	1
Cambridge School		Mount Vernon	1	Sweet Briar	3
of Ballet	1	Newcomb	1	Vassar	2
Colby Junior	3	New Hampshire,		Washington College	1
Connecticut	2	University of	1	Wells	1
Elmira	1	Northwestern	4	Wellesley	1
Goucher	1	Oberlin	1	Wheaton	4
				Wisconsin, University of	1
Le Mervil School, Montreux	1				
English Speaking student				To England through English	
back to England	1			Speaking Union and then to	
Sorbonne	1			Cornell in 1964	1
				Plans not revealed	1

EXPENSES

(The figures given are for the current school year 1963-64. A change in tuition charges is now under consideration for 1964-65.)

The charge for Boarding Students is ^{2,950}\$2,550. a year; for Day Students ^{1,250}\$1,000. a year. The charge of ^{2,950}\$2,550. for board and tuition includes also: the physical examination fee, the concert and lecture fee, laboratory fees, seven days' care in the Infirmary unless the services of a special nurse are required, laundering of all flatwork and two dollars' worth of personal laundry weekly.

The tuition fee of ^{1,250}\$1,000 for Day Students includes the physical examination fee, lecture and concert fee, tiffin, and laboratory fees, but not luncheon.

CHARGES FOR PRIVATE LESSONS FOR THE SCHOOL YEAR

Piano, Violin, Organ, or Singing

One period lesson a week \$150.00

Additional period a week \$120.00*

Speech, one lesson a week \$100.00

Tutoring, per hour 5.00

Payments are due as follows: All applicants, \$15.00 at the time of application; Boarding Students, \$25.00 at the time of registration for reservation of place, \$1,250 on September 10th and \$1,275 on February 1st; Day Students, \$25.00 at the time of registration, \$475.00 on September 10th, and \$500.00 on February 1st.

The application fee of \$15.00 is retained by the school. The fee of \$25.00 for the reservation of a place is forfeited if the student is withdrawn after May first; otherwise it is applied to the first semester tuition payment.

Charges for private lessons, and other personal expenses such as books and stationery, tutoring, and special chaperoning, are payable at the end of each term, in December, March and June.

The engagement is made for the entire year, or for that part of it remaining after entrance, and no deduction is made for late entrance, absence, or removal before the close of school.

A deposit of at least \$75.00 for spending money — including payment of students' organization dues, for charitable purposes, for travel when taking a week-end, for Saturday leaves, for plays and concerts in Boston (cost of Symphony trips is put on term bills) — should be made in each Boarding Student's name on or before the opening day of school.

* Additional period must be in the same subject.

C A L E N D A R

1963 - 1964

Monday, September 16

Arrival and Registration of All Resident Students before 6 p.m.

Tuesday, September 17

Beginning of term

Friday, November 8, and Saturday, November 9

Parents' Week End

Wednesday, November 27 at 1 p.m. to Sunday, December 1 at 6 p.m.

Thanksgiving Week End

Tuesday, December 17 at 11:00 to Tuesday, January 7 at 6 p.m.

Christmas Vacation

Friday, March 13 to Monday, March 30

Spring Vacation

Saturday, May 9

Alumnae Reunion and Birthday Bazaar

Monday, June 1

Commencement



Monday, September 21, 1964

Opening of School

Occasionally some change in the school calendar is necessary. If this occurs, parents will be notified well in advance.



ABBOT ACADEMY

ANDOVER, MASSACHUSETTS

Courses of Study



SUBJECTS TAUGHT AT ABBOT ACADEMY

GRADE	9	10	11	12
MAJOR SUBJECTS	The school strongly recommends 5 majors		5 majors	4 majors
M A J O R S U B J E C T S	*Eng. I	*Eng. II	*Eng. III	*Eng. IV or Eng. IV Honors
	†Lat. I	†Lat. II, Caesar	†Lat. III, Vergil	Lat. IV, prose and poetry, (may be Adv. Pl.)
	Fr. I or II	Fr. II or III	Fr. III or IV	Fr. IV or Fr. V
	Span. I or II	Span. II or III	Span. III or IV	Span. IV (may be Adv. Pl.) ENTRANCE IN LAT., FR., SPAN. IV, BY RECOM- MENDATION
	†Hist., Anc. + Med.	Hist., Modern	Hist., Eng. Hist., Mod.	*Hist., Amer.
		Hist., East Asian	Hist., East Asian Hist., Russian	Hist., East Asian Hist., Russian
	*Math. I, Alg.	*Math. II, Geo.	†Math. III (Int. Alg.)	Math IV and V ENTRANCE BY RECOMMENDA- TION
	Physical Science	Bio 10 (8 periods)	*Bio., Chem. or Physics (8 periods)	†Bio., Chem., Physics or Science II (8 periods)
		Music Theory	Music Theory	Music Theory
			Hist. of Art	Hist. of Art
EACH SUBJECT MEETS 4 PERIODS WEEKLY. A PERIOD IS 50 MINUTES LONG.				
MUSIC LESSONS	Piano, voice, instrumental lessons are considered equivalent to a major course. If Music Theory is taken, 1 credit is given for several years of practical music.			
M I N O R S	*Bible I (2 periods)	*Bible II (2)	*Sr. Mid. Bible or Bible II (2)	*Bible IV (1)
	*Art (2)	*Art (2)	Art (2)	Art (2)
			Visual Perception (3)	Visual Perception (3)
	*Speech (2)	*Speech (2)	Music, Literature and Materials (1)	Music, Literature and Materials (1)
		*Basic Music (2)	Art Apprec. (1)	Art Apprec. (1)
		Art Apprec. (1)	Typing (1)	Typing (1)
		Music Apprec. (1)	Play Production (2)	Play Production (2)
	Study Skills	Study Skills (new girls)	Study Skills (certain new girls)	
	Greek (1)	Greek (1)	Greek (1)	Greek (1)

*REQUIRED

†STRONGLY RECOMMENDED

ENGLISH

The teaching of English is based on the assumption that the three divisions, literature, language and composition, are of equal importance to the student, and must therefore be given equal emphasis by the teacher. In the fall and winter terms there are set texts to be studied, in the spring term we pursue our belief that similarity of purpose is more important than uniformity of material: the individual teachers prepare blocks of work to fit the special needs of their own classes. In addition, the work throughout the year is set up in such a way that the students can see connections with other subjects, particularly with History.

ENGLISH I. This course includes: in language, a study of the history of the language, of the sources of words, and a grammar review when necessary; in composition, paragraph writing, brief topics in the basic essay form, with the emphasis on exactness and concreteness; in literature, a brief history of the English literature, dramatic and narrative poetry, and the study of a theme as it is handled in different genres. Representative texts: *The Tempest*, *The Idylls of the King*, *Ivanhoe*, *The Once and Future King*.

ENGLISH II: The course includes: in language, a close study of the meanings of words, further work in the historical development of the language, and a study of the changes in word meanings in their historical context; in composition, critical essays on the literature texts, work in precis, paraphrase, comprehension, and an introduction to the writing of term papers; in literature, a study of genres, with research into the background material of the texts, and tracing one theme in different authors and genres. Representative texts: *Macbeth*, *Great Expectations*, *Pygmalion*, *Trilby*. Poetry: *the Elizabethans*.

ENGLISH III: The course includes: in language, the study of style, and a discussion of some of the principles of language; in composition, critical essays on very specific subjects, further work with precis, comprehension, and term-papers; in literature, a study of comedy, from Shakespeare to Oscar Wilde. Representative texts: *As You Like It*, *Pride and Prejudice*, *Vanity Fair*. Poetry: *the Romantics*.

ENGLISH IV: This course includes: in language, an advanced study of logic, and a discussion of linguistics; in composition, critical and research papers; in literature, a study of tragedy, a study of the aesthetics of poetry, practical criticism. Representative texts: *Hamlet*, *The Mayor of Casterbridge*, *Pocket Book of Modern Verse*.

The English IV Honors Course follows the same outline of study as the English IV. The course covers more, and more advanced texts, and demands a higher level of original thinking and interpretation in these and other areas.

FRENCH

The direct method is used. Classes are conducted in French. The aim is to teach the students not only to read or write French but to understand and speak it. Students who have had some French before coming to Abbot can be placed in "Special sections" which move more rapidly, enabling them to take French IV or V in later years.

FRENCH I. Basic vocabulary and grammar. Practice of conversation. Varied exercises, oral and written. Representative text: G. Mauger *Cours de langue et de civilisation françaises à l'usage des étrangers* (1er degré).

FRENCH II. All the principal tenses (except "passé simple" and "passé antérieur") in grammar are studied. At the end of the year students are expected to be able to converse easily in French. Representative text: G. Mauger, *Cours de langue et de civilisation françaises I* (2ème degré). During the year the students must do outside reading in French.

FRENCH III. Review of grammar and new vocabulary. Representative text: G. Mauger, *Cours de langue et de civilisation françaises II* (3e degré). Plays and stories by French authors.

FRENCH IV. Grammatical reviews. Essays and debates. General outline of French civilization, geography, history, economy, and education. Emphasis on 17th and 18th Century authors. Text: G. Mauger, *Cours de langue et de civilisation françaises II* (4e degré). Outside reading required.

FRENCH V. A literary study of 19th and 20th Century great authors, with background of past and present French civilization. Outside reading is required supplemented by oral and written reports.

FRENCH IV. CIVILIZATION. An introduction to French civilization, concentrating on the history and literature of the Middle Ages and Renaissance periods. Representative readings: *La Chanson de Roland*; *Tristan et Iseult*; Rabelais, *Gargantua et Pantagruel*; Montaigne, *Essais*. Also review of the fundamentals of French grammar.

SPECIAL SECTIONS

FRENCH I. This class has been created for girls who enter Abbot with a knowledge of elementary written and spoken French. The classes move at a rapid pace with emphasis on reading fluency, ability to write correctly, and facility in speaking.

NOTE: All students are required to use the Language Laboratory.

GERMAN

GERMAN II. Intensive drill in grammar, enrichment of vocabulary, and classroom conversation. Elementary readings from *Cultural Graded Readers*, Book IV, *Einstein*. Text: Schulz-Griesbach, *Deutsche Sprachlehre für Ausländer*. (not offered in 1963-1964.)

GERMAN III. Intensive drill in advanced grammar, enlargement of vocabulary with emphasis on correct pronunciation, reading in German literature, translations, classroom conversation and reading from current newspapers and magazines. Some of the books used: Schulz-Sudermeyer, *Deutsche Sprachlehre für Ausländer*, Johanna Haarer, *Deutscher Alltag* and Margit von Henrik Weidemann, *Aus deutscher Dichtung*.

HISTORY

ANCIENT AND MEDIEVAL HISTORY. Starting with pre-history and ending with the Reformation, the history of the countries of the Near East and Europe are studied from a cultural point of view. Stress is placed on how the people lived, their government, culture and art. Comparison with our own way of life is constantly made and the importance of the influence of the past on the present is shown. Open to ninth graders. Text: James Harvey Robinson, James Henry Breasted and Emma Peters Smith, *Earlier Ages*.

MODERN HISTORY. A chronological survey of European history from the Reformation to the present. Topics studied include: the rise and decline of absolute monarchs, the growth of nationalism, democracy, socialism, communism, imperialism, and the development of the totalitarian state. Brief cultural studies of China, Japan, the Near East and Africa are included under imperialism. The history of these countries is then developed concurrently with European history. Open to tenth graders.

EAST ASIAN HISTORY. A survey of the civilizations and cultures of China, Japan, and India from pre-history to the present. An analysis of Asia's response to the Western world and Western ideas in the 19th and 20th Centuries will give the student the historical background necessary for an understanding of the present crises in Asia. Texts: J. K. Fairbank, *The United States and China*; E. O. Reischauer, *Japan, Past and Present*; T. W. Wallbank, *A Short History of India and Pakistan*; John Yohannan, *A Treasury of Asian Literature*. (not offered in 1963-1964.)

RUSSIAN HISTORY. The course is designed to give an understanding of Communist theory and practice, in the framework of Russian history as a whole. For this reason, the work of the first term deals with the Romanov dynasty, emphasizing cultural and social as well as political development. The rest of the year is devoted to study of Marxist theory, and the ways in which the theory has been altered and adapted since 1917. Care is taken to compare and contrast western European political philosophy and institutions. Reading will include: at least one major 19th century novel and numerous shorter works; writings in political theory by Marx and others; selected works of poetry and fiction by post-Revolution Russian writers. Basic text: Ivar Spector, *Russian History and Culture*. Open to eleventh and twelfth graders.

ENGLISH HISTORY. This course is a study of the development of England as a nation from pre-history to the present. Special emphasis is given to the growth of the parliamentary form of government and of the English legal system. Although use is made of a text as general background, extensive work is done in library sources both for the preparation of weekly assignments and the writing of a research paper. Text: George Trevelyan, *History of England*, 3 volumes. Open to 11th graders.

UNITED STATES HISTORY. The course in American history provides an intensive study of American institutions and ideas from their origins in the European and English Renaissance to the present. Special attention is paid to the factors, both domestic and foreign, which have acted upon these ideals and institutions. Feeling that dependence on one text is poor preparation for college work, the girls do most of the reading assignments in books from the school library. The use of the library gives experience in the reading of primary sources and the evaluation of secondary sources. Required for seniors.

HISTORY OF ART. The course is a survey of the art of the Western World, starting with Egypt and ending with the Twentieth Century. The Orient is touched on very slightly. A few important monuments and artists are stressed to show the general style of each country and period. Style is emphasized and the student is shown how to observe the similarities and differences between the various countries and artists. Outside reading is assigned to supplement the text book. When possible, excerpts from the writings of artists and art critics are examined and museums are visited. Open to eleventh and twelfth graders. Text: David M. Robb and J. J. Garrison, *Art in the Western World*.

LATIN

LATIN I. This first year Latin course covers: (1) Basic forms and syntax of language. (2) Fundamental vocabulary. (3) Practice in translating Latin sentences into English and English into Latin in preparation for the reading of Caesar's Gallic Wars. Text: Alston Chase, *New Introduction to Latin*.

LATIN II. This course includes: (1) Caesar's Gallic wars. (2) Prose composition based on fundamentals of Latin grammar. (3) Sight translation. (4) Practice in comprehension. (5) Study of Caesarean vocabulary with some attention given to derivatives. Text: *Caesar's Gallic Wars* (Walker, Editor); *Latin II* (Pearson and Lawrence, Editors).

LATIN III. The third year work is devoted to: (1) Vergil's Aeneid, Books I, II, IV, VI. (2) Attention given to mythological references. (3) Identification of persons, places, things. (4) Scansion. (5) Vocabulary. (6) Sight translation and comprehension. Texts: Carlisle and Richardson, *Fourth Year Latin*; Joseph Pearl, *Companion to Vergil*.

LATIN IV. The fourth year of Latin consists of (1) translation of the four Catilinarian Orations of Cicero, the philosophical essays *De Amicitia* and *De Senectute* and other selections from Cicero's writings, (2) vocabulary, (3) sight translation and comprehension. Text: Kelsey and Meincke, *Third Year Latin* (Cicero).

MATHEMATICS

MATHEMATICS I. First Year Algebra. Elementary algebra through radicals and quadratics by formula. The approach is modern. Text: Johnson, *Modern Algebra, First Course*.

MATHEMATICS I. Advanced. Second Year Algebra. This course is open to ninth graders only. The work is a rapid review of first year principles and then continues as far into second year algebra as the individual is able to go. Text: Johnson, *Modern Algebra, Second Course*.

MATHEMATICS II. Plane Geometry. Some solid and coordinate geometry are integrated with plane geometry. A special section, reserved for students who have had Mathematics I Advanced, does some algebra also. Text: Weeks, *A Course in Geometry, Plane and Solid*.

MATHEMATICS III. Intermediate Algebra. Review of real number system; equations and inequalities of second degree; the complex number system; conic sections; exponents, radicals and logarithms; functions; trigonometry with general angles; series; binomial theorem; permutations and combinations. Text: Johnson, *Modern Algebra, Second Course*.

MATHEMATICS IV. College Algebra and Trigonometry. Functional approach to plane trigonometry, complex numbers, theory of equations, probability, and informal solid geometry. Text for eleventh grade: Griswold, *Contemporary Algebra and Trigonometry*. Text for twelfth grade: Fisher and Ziebuhr, *Integrated Algebra and Trigonometry*.

MATHEMATICS V. Calculus and Analytic Geometry. First year calculus, differential and integral, with review and completion of analytic geometry. Text: Thomas, *Elements of Calculus and Analytic Geometry*.

MUSIC

MUSIC THEORY. A course on the elements of theory. The study of Harmony, simple formal analysis, original composition in the small Primary Form, ear and rhythmic training, and dictation and keyboard harmony. Open to the three upper classes.

SCIENCE

PHYSICAL SCIENCE. An introductory course with laboratory work, laying the foundations for the major science courses. Emphasis is placed on deductive reasoning. Mathematical as well as physical, and chemical concepts are introduced. One unit centers on the atmosphere; others on the earth and space. Such topics as cosmetics and industrial processes are considered. Individual investigation is required. Field trips are provided. Open to ninth graders. Text: *Modern Physical Science*, Brooks, Tracy and Tropp.

BIOLOGY. A comprehensive course outlining the full range of plant and animal types with emphasis on evolutionary development, both anatomical and physiological, on the pattern and periodicity of nature, and on molecular and biochemical significance. Some detailed microscopic work and understanding of the third dimension is required. The latter part of the course includes a mathematical approach to genetics, mammalian physiology, mammalian dissection and human development. Open to tenth, eleventh and twelfth graders. Text: Moon, Otto and Towle — *Modern Biology*.

CHEMISTRY. A college preparatory course that includes the study of matter and the changes it undergoes. Attention is given to modern theories and to the mathematics of chemistry. Emphasis is placed upon the behavior of matter as related to atomic structure. Lecture, discussion, demonstration and laboratory work are performed weekly. Open to upper classes. Text: Dull, Metcalfe, Williams, *Modern Chemistry*.

PHYSICS. This is an introductory course in elementary physics and deals with mechanics, heat, light, electricity, sound and atomic physics. The course is conducted on a lecture discussion basis with student experiments supplemented by demonstration experiments. Open to upper classes. Text: Dull, Metcalfe, Williams, *Modern Physics*. (not offered in 1963-1964.)

SCIENCE II. A more advanced treatment of the atomic theory, organic and biochemistry, leading to plant and animal physiology. Laboratory studies in ecology, embryology and practical genetics. Open to twelfth graders with two years of science.

SPANISH

SPANISH I. The beginning course, with emphasis on the essentials of grammar, vocabulary building, and elementary conversation, through classroom drill in the patterns of speech and individual laboratory work. The texts used are *Open Door to Spanish* (Madrigal) and *First-Year Spanish* (Staubach and Walsh), with additional readings chosen to meet the needs of the group.

SPANISH II. Intensive drill in advanced principles of grammar. Daily practice in oral expression through classroom conversations generally based on Spanish civilization. Elementary readings from Spanish classics, all related to the study of Spanish culture. Text: *Por Tierras de España* (de los Rios and Nolfi). Laboratory work assigned according to the needs of the individual student.

SPANISH III. Review of grammar and drill in the use of idioms and advanced grammatical constructions. *Rodeo Gramatical* (Francis and Raymond). Increased reading speed and comprehension through selected readings, with the content discussed in Spanish. *Marianela* (Galdós), *Rosina es Frágil* (Martínez Sierra), *Lluvia Roja* (Goytortúa), and others. Creative writing and elementary studies in literary criticism, including poetry and the novel.

SPANISH IV. Comprehensive study of Spanish civilization, with emphasis on historical developments. *Panorama de la Civilización Española* (Ugarte). Use of unabridged editions for the study of *Pepita Jiménez* (Valera), *Rimas y Leyendas* (Bécquer), *Doña Bárbara* (Gallegos), *La Barraca* (Blasco-Ibáñez), and two plays by Calderón de la Barca. Discussion of these readings in Spanish based on content, composition, and literary style. Studies in literary criticism, and many opportunities for creative writing.

MINOR SUBJECTS

The study of "minor" subjects is an integral part of the academic program at Abbot Academy. Each student is given the opportunity to spend several hours a week on minors as a means of introducing her to further fields of interest as well as encouraging her to develop her creative talents.

STUDIO ART. An introduction to varied techniques of creative expression, application of the principles of art, and encouragement of experimentation. An advanced Art course is offered to girls with previous studio art training.

VISUAL PERCEPTION. A combination of two courses: one of studio practice and one of lecture and discussion. Drawing ability is not required. The purpose of this course is to develop visual awareness.

ART APPRECIATION. Slides and field trips to museums and art galleries emphasize the development of observation, understanding and appreciation in the visual arts. Open to 11th and 12th graders.

BIBLE. The study of the Old and New Testament Scriptures. Special attention is given to the contribution of the prophets.

GERMAN I. A minor course designated to teach fundamental words, sentences and basic grammar. Oral exercises in speaking. (not offered in 1963-1964.)

GREEK. An introduction to the fundamental vocabulary, syntax and grammar. Stress on reading in the original various forms of literature. (i.e. poetry, prose, drama.)

APPLIED MUSIC. Individual study is available in voice, piano, organ, string and wind instruments.

BASIC MUSIC. For a thorough basic comprehension of scale structure, rhythm, and music terminology essential to the understanding of the elements of music, whether listened to or performed.

THE LITERATURE AND MATERIALS OF MUSIC. A study of the art of music, its history, and the development of its techniques with emphasis on the dynamic nature of music.

PLAY PRODUCTION. Analysis of the basic elements of drama in performance and survey of cultural background and theatrical forms of the various historical periods. A workshop provides practical experience in actual play production.

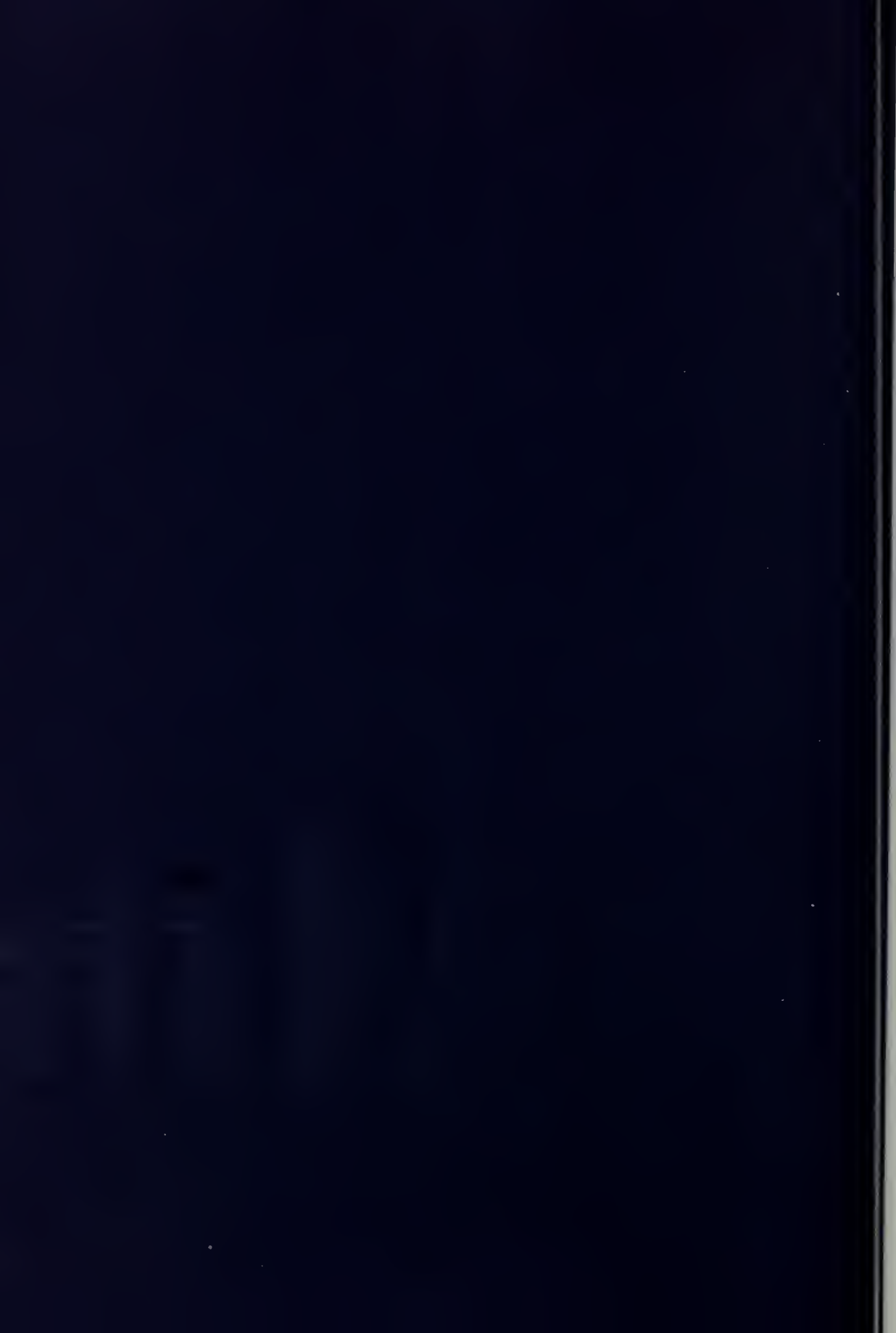
READING LABORATORY. A course of instruction to enable the student to read with increased speed and comprehension.

SPEECH. The study of oral communication with emphasis on precision of utterance. Principles and practice are coordinated.

STUDY SKILLS. A six week course for new girls to help develop proper study habits and methods of reading for different purposes.

TYPING. A course of instruction and practice to enable the student to type with facility.

Abbot





ABBOT ACADEMY

*The First Incorporated School For Girls
In New England*

Founded 1829

ANDOVER / MASSACHUSETTS





To Abbot come girls who are concerned with preparing themselves for college and for their lives beyond college. They will have already shown both achievement and promise. In their years here they will find themselves challenged by different subjects, different approaches to continuing subjects and by the responsibility to go beyond the immediate requirements. If they rise to these challenges, the chances are good that they will meet changes later on with greater strength. If they are held to high standards of work and at the same time encounter enthusiasm and imagination in the classroom, they will be likely to continue learning long after they have left the school. In a time when critical judgments and evaluations are essential, the habits of discussion, of reading, of weighing different points of view, represent important practice for later decisions.

The ways of the intellect are — or should be — balanced by the creative powers given in

different forms to all of us. Religion calls for reason and emotion as they are applied to the fundamental questions of life. Direct self-expression through art, music, theatre, can be of great value, regardless of the degree of innate talent. Continuing interests are usually awakened before one becomes an adult, and opportunities to explore a variety of these at school are priceless ones.

In a boarding school one comes face to face with the eternal question of how an individual must live in a society; the society may be composed of people rather different from those one has hitherto known. Like any community, Abbot has its laws. They are protective ones, for health and safety, and the encouragement of courtesy. The particular combination of school policies and representative student government fosters not only the regulation of the community but the exercise of self-discipline. Standards that are well-defined are important as one grows toward independence.

Within this framework, an individual girl can accomplish a great deal. To take a voluntary joyous part in the activities offered by such a society brings a kind of fulfillment. So does the development in company or in solitude, of a well-conceived idea, of a good piece of writing, an appreciation of natural or man-made beauty.

When the girls leave Abbot as alumnae, they take with them some sense of the delights of learning and the need for continued exploration to be truly alive. They recognize that freedom calls for self-discipline and that to be right involves being honorable. They know that they have responsibilities both to themselves and to their neighbors.



Some of the classes are small and informal seminars; some combine discussions and lectures. But all emphasize the importance of a girl's thinking for herself and expressing her ideas clearly and forcefully in writing and speaking.





The heart of the
campus is the circle







The school library is always a busy place. The main reading room with its extensive collection of non-fiction is used by those working on research assignments; the Chickering Room with its collection of fiction, its comfortable chairs, and air of quiet is a pleasant retreat for those who wish to be alone with a book.





As the last in the yearly series of exhibits — paintings, prints or sculpture — the best work of the students in the art classes is shown.





**Abbey House —
a dormitory for
10th graders.**



**French House —
another 10th
grade dormitory.
Ninth graders
live in a similar
house.**



**A new building
can reflect the
old — as does the
George Ezra Abbot
Gymnasium**

The Chapel is a constant and inspiring reminder of the continuity and growth of the Abbot tradition. Morning services, led by the Principal or by the Students, are held daily; and on Sunday, evening services are conducted by visiting ministers of various denominations and faiths.



Abbot offers a varied and dynamic program in the creative arts. Many girls find enjoyment and personal satisfaction in the discovery of a particular talent or in the opportunities for the appreciation of art, music and the theater.

The Language Laboratory gives an excellent opportunity to develop fluency of expression in the field of language.







The Abbot Bazaar is an annual event held in May. The whole school participates to raise money for the Scholarship Fund. It is the custom for the Alumnae Association to hold its yearly meeting and class reunions on this day. The townspeople and friends of the school join Abbot in the festival of decorated booths, the piping of the Clan MacPherson band and a variety of student entertainment.





Dormitory life gives girls from many parts of the country and the world an opportunity to live together.





**The Saturday buffet lunch
is always a special treat.**





All girls are required to participate in athletics and all are members of the Abbot Athletic Association. Its Council shares in the planning of the physical education program. The school is divided into two teams, the Gargoyles and the Griffins, which compete in all sports.







Going "up the hill" to Phillips Academy means not only the football games and dances, but also experimental drama, debates, special courses, concerts, conferences and other joint endeavors.







Abbot is singularly fortunate in its location in a lovely, historic New England town easily accessible to Boston. Abbot and Phillips Academy, Merrimack College and Brooks School, in North Andover, add to the cultural activity in the town.





**Enter into understanding
that you may go forth to nobler living**

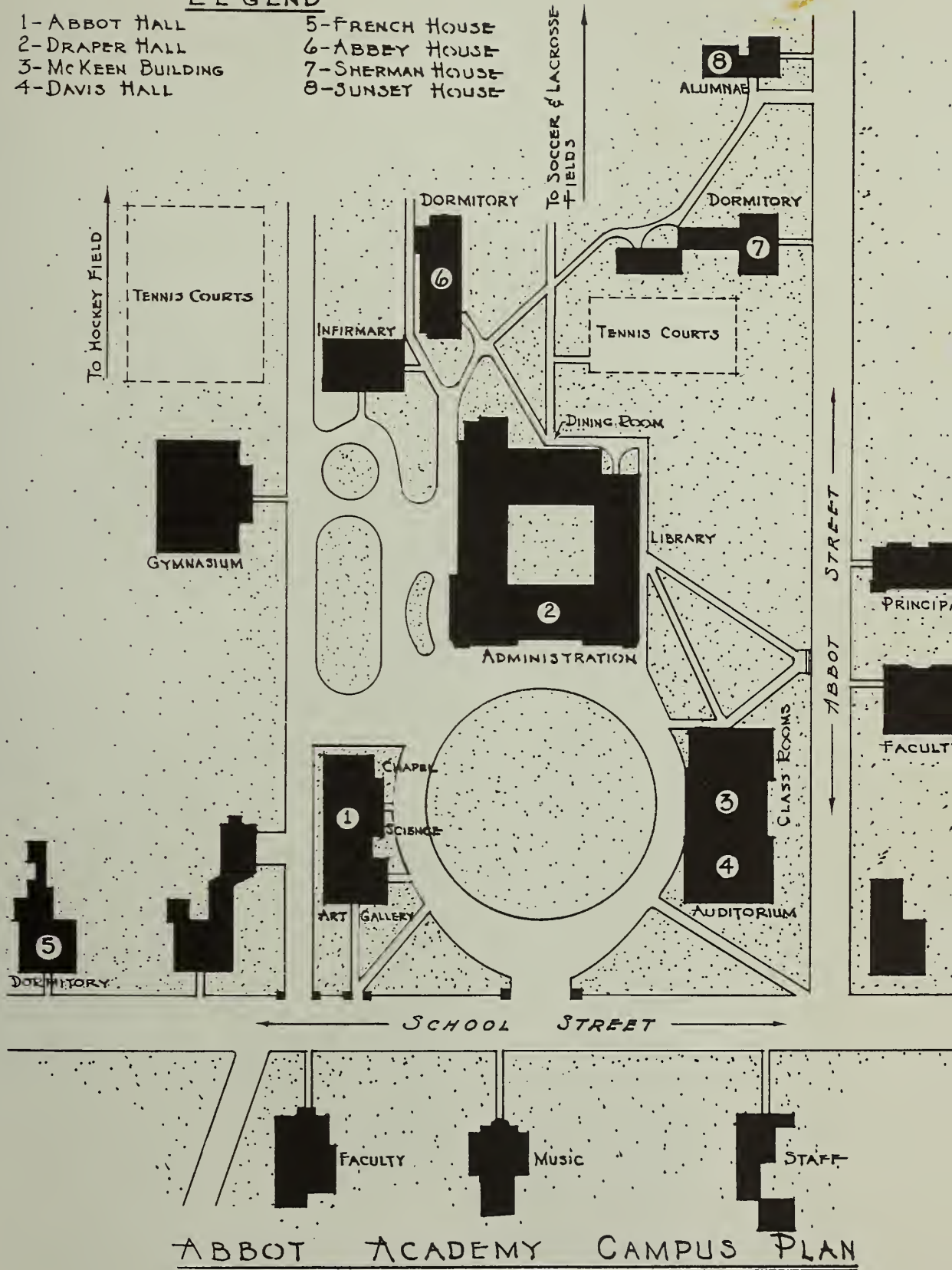




LEGEND

- 1-ABBOT HALL
- 2-DRAPER HALL
- 3-McKEEN BUILDING
- 4-DAVIS HALL

- 5-FRENCH HOUSE
- 6-ABBEY HOUSE
- 7-SHERMAN HOUSE
- 8-SUNSET HOUSE



ABBOT ACADEMY CAMPUS PLAN

Abbot

1964-1965

CALENDAR

1964 - 1965

Monday, September 21

Arrival and Registration of all Resident Students before 6 p.m.

Tuesday, September 22

Beginning of term

Friday, November 13, and Saturday, November 14

Parents' Week End

Wednesday, November 25, at 1 p.m. to Sunday, November 29 at 6 p.m.

Thanksgiving Week End

Tuesday, December 15 at 11 a.m. to Monday, January 4 at 6 p.m.

Christmas Vacation

Friday, March 19 at 8:30 a.m. to Monday, April 5 at 6 p.m.

Spring Vacation

Saturday, May 8

Alumnae Reunion and Birthday Bazaar

Monday, June 7

Commencement



Monday, September 20, 1965

Opening of School

Occasionally some change in the school calendar is necessary. If this occurs, parents will be notified well in advance.

BOARD OF TRUSTEES

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Brookline

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PHILIP K. ALLEN, A.B. <i>Andover</i>	E. BENJAMIN REDFIELD, JR. <i>Swampscott</i>
JANE BALDWIN <i>New York City</i>	MRS. HORATIO ROGERS, A.B. <i>North Andover</i>
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MRS. ALEXANDER CRANE, A.B. <i>Principal</i> <i>Andover</i>	EVERETT WARE SMITH, B.S. <i>Treasurer</i> <i>Wellesley</i>
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MRS. JOHN KEMPER, A.B. <i>Andover</i>	

BURTON SANDERSON FLAGG, A.B., *Trustee Emeritus*
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ELEANOR MORIN TUCKER	<i>Vice Principal</i>
<i>A.B., M.A. Smith College</i>	<i>Director of Studies, CHEMISTRY</i>
RUTH FORD DUNCAN (MRS. FORD)	<i>Director of Admissions</i>
<i>A.B. Connecticut College</i>	
KATHARINE C. MAYER (MRS. ELDON)	<i>Director of Residence</i>
<i>Bouv�-Boston School of Physical Education</i>	
JEAN MARY ST. PIERRE	ENGLISH
<i>A.B. Wheaton College; M.A. Columbia University</i>	
BARBARA BLAGDEN SISSON (MRS. JOHN H.)	ENGLISH
<i>A.B. Vassar College; M.A. Wellesley College</i>	
RUTH STEVENSON	ENGLISH
<i>A.B. Smith College; M.A. University of Richmond in Virginia</i>	
MARGARET GRAHAM WAY	ENGLISH
<i>B.A. Honours, University of Cambridge, England</i>	
ELIZABETH GEORGE FOULKE	<i>Administrative Assistant, HISTORY</i>
<i>A.B. Bryn Mawr; M.A. University of Pennsylvania</i>	
DIETHILD HARRINGTON (MRS. JOHN)	GERMAN, HISTORY
<i>Graduate of University of Vienna; graduate work at Wellesley College</i>	

MARY SOPHIA MINARD	HISTORY
<i>A.B. Smith College</i>	
GERMAINE AROSA	FRENCH
<i>Prix d'excellence de diction et de comedie, Paris; Middlebury College School of French; The Sorbonne</i>	
MARIE BARATTE	FRENCH
<i>Baccalaureat-es-Lettres, University of Rennes; B.S. Dumfermline H.S.; M.A. Edinburgh University</i>	
EDWINA FREDERICK (MRS. WAYNE)	FRENCH
<i>B.S. in Education, Southeast Missouri College; M.A. Columbia University and The Sorbonne</i>	
LISE WITTEN (MRS. OSCAR)	FRENCH
<i>University of Frankfurt; The Sorbonne; Graduate School Columbia University</i>	
EDITH TEMPLE JONES	FRENCH
<i>A.B. Middlebury College; Graduate work at New York State College for Teachers, McGill University and The Sorbonne</i>	
BLAIR HARVIE DANZOLL	LATIN
<i>A.B. Wheaton College</i>	
MARION G. DEGAVRE (MRS. PAUL C.)	LATIN
<i>A.B. New Jersey College for Women</i>	
DOROTHY Y. JUDD	SPANISH
<i>B.S. College of William and Mary; M.A. Columbia University; M.A. Middlebury College</i>	
JEAN DIETEL BENNETT (MRS. JOHN)	MATHEMATICS
<i>A.B. Pembroke College</i>	
JUDITH BRATT	MATHEMATICS
<i>A.B. Vassar College</i>	
CAROLYN GOODWIN	MATHEMATICS
<i>A.B., M.A. Smith College</i>	
SYLVIA KUZMINSKI	MATHEMATICS
<i>B.A. Merrimack College</i>	
HELEN SMITH	PHYSICS, SCIENCE
<i>B.S. Central Connecticut State College; M.S. Cornell University</i>	
J. PAMELA TINKER	BIOLOGY
<i>B.Sc. Honours, Diploma in Education, Sheffield University, England; Diploma in Administration, University of Leeds</i>	
Laurie Lee Smith	Curator, John Esther Art Gallery
<i>A.B. Wellesley College</i>	
VIRGINIA POWEL (MRS. HARFORD W. H., JR.)	ART
<i>Bachelor of Design, Harriet Sophie Newcomb College</i>	
HANS SIDON	BIBLE
<i>A.B., B.D. University of Dubuque; Ph.D. Graduate School, Southern Baptist Theological Seminary</i>	
LILY SIAO	PIANO
<i>B.S. and M.S. Juilliard School of Music; Fullbright Grant to Paris 1961-1962</i>	
ELLEN STAHLE (MRS. CHARLES)	Accompanist, PIANO
GERTRUDE TINGLEY	SINGING
<i>Studied with Mme. Poulva Frijs, Percy Rector Stephens, Isidore Luckstone; Solo appearance with the Boston Symphony Orchestra</i>	
MARGOT WARNER	Singing, CHORAL MUSIC
<i>Studied with Nadia Boulanger, Hilda Roosevelt, von Warhlich, Marie Sundelius, Olga Averino and Fritz Lehmann</i>	

OLTHJE CHRISTINE VON ERPECOM	SPEECH AND DRAMA <i>Diploma-Royal Academy of Dramatic Art in London; Study at University of Florence, National Theatre of Bergen, Norway, and Old Vic Theatre School of London</i>
ELLA O. GREENALL (MRS. WALTER G., JR.)	LANGUAGE TRAINING <i>B.S. Boston University</i>
CAROLYN BUTLER (MRS. J. KENRICK)	PHYSICAL EDUCATION <i>A.B. Wellesley College</i>
SHIRLEY RITCHIE	PHYSICAL EDUCATION <i>B.S. New Jersey State Teachers College, Trenton</i>
LOUISE SHAW	PHYSICAL EDUCATION <i>B.S. Tufts College</i>
MARY HOWE BAKER (MRS.)	LIBRARIAN <i>A.B. Vassar College; M.A. Radcliffe College</i>
MARJORIE W. HUTTON (MRS. M. WILSON)	Assistant Librarian <i>Assistant in Residence</i>
CATHERINE JANE SULLIVAN	Alumnae Secretary <i>A.B. Wheaton College; Ed.M. Boston University; Graduate Study at Harvard University</i>
FRANCES HOWARD (MRS. LYNWOOD)	Dietitian, House Superintendent <i>B.S. Framingham State College</i>
JULIA KATHLEEN AYRE, R.N.	Resident Nurse <i>Hospital for Sick Children, Toronto; Post Graduate of Toronto Hospital for Consumptives</i>
MARIAN G. PERKINS, R.N.	Resident Nurse <i>B.S. Simmons College; Children's Hospital School of Nursing</i>
GARDNER SUTTON	Comptroller and Business Manager <i>A.B. Harvard University</i>
M. A. LOUISE ROBINSON	Financial Secretary
DOROTHY J. QUINTAL (MRS.)	Typing, Bookstore Manager
NANCY M. ABBOTT (MRS. RICHARD W.)	Secretary to the Principal
BERNICE DER. BRAINERD (MRS. FRANK B.),	Secretary to the Director of Admissions
BERDINE DICLEMENTE (MRS. FRANK)	Secretary, Alumnae Office <i>B.S. Nazareth College</i>
MARJORIE A. HARRISON (MRS. FRED)	Secretary <i>A.B. Connecticut College for Women</i>
EVELYN NEUMARK (MRS. ARTHUR)	Secretary to the Director of Studies <i>B.S. University of Syracuse</i>
DORIS E. SACHSE (MRS. MALCOLM)	Secretary to the Comptroller
PRISCILLA WILE (MRS. PERRY S.)	Bookkeeper
CAROLINE CREED EATON (MRS.)	Assistant to the Director of Residence <i>A.B. Smith College</i>
KATHRYN R. DAVIES (MRS. HENRY E.)	Telephone Receptionist
ELINOR O'NEIL (MRS. JOHN J.)	Assistant Telephone Receptionist
ELIZABETH RICHARDS (MRS. GEORGE)	Assistant Telephone Receptionist
ELEANOR ABBOTT (MRS. CAPEN)	Assistant in Residence <i>A.B. Connecticut College</i>
LILLIAN ELLIS (MRS.)	Assistant in Residence
GERTRUDE LEVO (MRS. JOHN E.)	Assistant in Residence

GENERAL INFORMATION

LIVING ARRANGEMENTS

Abbot students live together by classes in Academy dormitories and houses. The Seniors and Senior Middlers live in Draper Hall, the administration building with spacious dormitory wings, whereas the Preps and Juniors enjoy the atmosphere of the smaller houses, Abbey, French and Sherman. Each corridor or house is under the supervision of resident faculty members and house mothers. Each dormitory room is equipped with essential furniture. Students and faculty eat together in the Bertha Bailey dining room in Draper Hall.

DAILY SCHEDULE

Breakfast	7:15
<i>(Saturdays 7:45 a.m. Sundays 8:30-9:30 a.m.)</i>	
Chapel	8:00
Classes	8:24 - 10:33
Tiffin	10:33 - 10:48
Classes	10:48 - 12:57
Luncheon	1:05
Free Period	1:30 - 2:00
Recreation and Physical Education	2:00 - 4:30
Study Hour	4:50 - 6:13
Dinner	6:23
Study Hour	7:15 - 9:00
Lights Out: <i>five nights a week</i>	9:30
Lights Out: For Seniors	10:15

WEEK ENDS

Girls may leave the school for one week end each term, departing after Friday luncheon and returning in time for Vespers on Sunday. On Friday evening, there may be chaperoned trips to a play or the opera, but more frequently there are activities at the school initiated and led by the students — a school "town meeting", a current events forum or perhaps a corridor party.

Girls may take a Saturday or Sunday leave several times during each term. They may join friends or relatives for the day; they may also go into Boston for a play, a concert or some other form of entertainment. Younger girls are always chaperoned; seniors may go in pairs or groups.

Saturday evening brings to the school outstanding artists and lecturers. In addition there are dances, plays and glee club concerts with nearby schools. The girls also attend events at Phillips Academy — games on Saturday afternoons, concerts and entertainments on Friday or Saturday evenings.

HEALTH SUPERVISION

The Antoinette Hall Taylor Infirmary, under the direction of two registered nurses and a visiting school physician, provides infirmary care and daily clinic. Before school opens in the fall, every student is asked to have a physical examination by her family doctor. After the student's arrival, a general physical examination is given by the school doctor. If highly specialized care is required at any time, local consultants and hospitals or Boston physicians and nationally known medical institutions are readily available. Illnesses are reported to the parents by phone or letter as the situation demands.

STUDENT GOVERNMENT

The administration, the faculty, and the students share the responsibility for the smooth running of the school. Only those regulations are enforced which seem necessary for the welfare of the largest number, and only those restrictions are imposed which experience has shown will lead to the best development of the individual. Community life is bound to be less free for the individual than family life, but there is at the school a noteworthy spirit of loyalty and integrity which characterizes the student body as a whole.

All students are members of the Student Government Association which seeks to encourage self discipline and consideration for the rights of others, as well as to provide discussions and inter-school conferences. The Student Council of representatives elected by the students cooperates with the Administration and may act as a judicial, an executive and legislative body. Students are chosen from each corridor and house to serve as proctors and help the teachers and house mothers to manage the dormitories. These proctors, with class officers, make recommendations to the Council, which in turn carries questions or problems to the administration.

STUDENT ACTIVITIES

The Abbot Christian Association has a vital influence in the school. From welcoming new students and helping them to feel at home to acquainting students with the needs of people less fortunate than themselves, it offers valuable service to the school community. Special interest is shown in educational work throughout the world and student representatives are very active in the World University Service.

Abbot is not sectarian. A simple Christian service is held in the Chapel every school-day morning; often the A.C.A. officers plan and conduct this, and at other times the Principal or one of the members of the faculty. On Sunday mornings the girls attend one of the town churches, or occasionally the Chapel at Phillips Academy. On Sunday evenings attendance is required at the Vesper service in the Abbot Chapel.

Other organizations in which the girls participate include the Fidelio Society, the glee club which presents several joint concerts during the year with such schools as Phillips Exeter, the Brooks School and Phillips Academy; and the Choir, a group of twenty girls, which gives special concerts and sings at the regular Sunday evening vesper service. There are also informal singing groups which sing at dances and special events.

Through interest groups under student leadership and advised by faculty members, such as current events, debating, drama workshops, photography and dance, there is opportunity for individual expression.

Girls who are interested in writing and editing may join the staff of the *Courant*, the student literary magazine, of the *Cynosure*, the school newspaper, or of the *Circle*, the yearbook edited entirely by seniors.

REPORTS TO PARENTS

Mid-term reports of the students' grades are sent to the parents or guardians in October and in February and consist of grades on the work done in a period of six weeks. Term reports are sent in December, March and June. A grade of A represents superior standing; B, good; C, average; D+, passing with warning; D, failure. Students planning to enter major colleges should, as a rule, maintain an average of at least B, or 83, in their work each semester.

CUM LAUDE SOCIETY

Each year in the spring, elections to the Cum Laude Society are announced. This is an inter-school society which bears the same relationship to secondary schools as that of Phi Beta Kappa to colleges. Membership depends upon a very high quality of scholastic achievement.

COLLEGE MATRICULATION OF CLASS OF 1964

<i>College</i>	<i>No. of Students</i>	<i>College</i>	<i>No. of Students</i>	<i>College</i>	<i>No. of Students</i>
American University	1	Goucher	2	Radcliffe	2
Barnard	3	Green Mountain Junior	2	Randolph-Macon	3
Bennett Junior	2	Hollins	1	Sarah Lawrence	2
Boston University	1	McGill	1	Simmons	1
Briarcliff	4	Michigan, University of	1	Smith	5
Bryn Mawr	1	Middlebury	1	St. Andrews, England	1
California, University of	3	Northwestern	1	Stanford	1
Chatham	1	Occidental	1	Swarthmore	1
Colby Junior	2	Pembroke	1	Sweet Briar	1
Connecticut	3	Pennsylvania, University of	2	Syracuse	2
Connecticut, University of	1	Pine Manor Junior	1	Wellesley	3
Cornell	1	Pratt	1	Wells	1
Duke	1			Wheaton	2
				Wheelock	1
				Wilson	2

ALUMNAE ASSOCIATION

The Abbot Alumnae Association, with a membership of nearly 3700, seeks to advance the interests of the school and to keep its graduates in touch with one another. Alumnae headquarters are at Sunset Lodge; and guestrooms are provided for visiting graduates. The executive secretary has an office at Sunset, and the archives and files are kept there.

Graduates of the school are to be found in nearly every state and country of the world. Abbot Alumnae Clubs have been organized in thirteen regions.

ABBOT DEVELOPMENT FUND

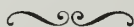
The Abbot Development Fund was formed in 1958 to encourage annual and special giving to the school on the part of parents, alumnae and friends. A substantial amount has been added to the school Endowment, both unrestricted and for Scholarships, and a number of specific needs have been met, such as the Language Laboratory and scientific equipment.

ADMISSIONS

Girls are chosen for admission on the basis of their previous school records, recommendation from the school, and, if possible, personal interviews. Candidates are asked to take the Secondary School Admissions Tests, administered by the Educational Testing Service, in February, April or December of each year. The December date is the last one possible before decisions are made. Early application is highly desirable, and application must be made by December 15th. Candidates are notified of the decisions on February 15. If a girl wishes to make application only to Abbot, an Early Decision concerning her candidacy can be given in the summer or early fall. Inquiry should be made to the Admissions' Office concerning this procedure. A fee of \$15 is required with each application; and a registration fee of \$25 when the girl is accepted and accepts in turn the place reserved for her. The latter fee is applied to her tuition bill.

Entrance may be won to any of the four classes: the Preparatory (ninth grade), Junior (tenth grade), Senior-Middle (eleventh grade), and Senior (twelfth grade). For the school to accept a single-year Senior, however, is not customary.

Scholarships are awarded on the basis of need as stated by parent or guardian, in a form available upon request. Scholarships are rarely given for more than one-half the tuition amount, and the average is somewhat lower. These awards are confidential, and the recipients are simply required to maintain satisfactory grades and to be good citizens of the school.



GEOGRAPHICAL DISTRIBUTION OF RESIDENT STUDENTS

1964 - 1965

Alabama	1	Kansas	2	New York	31
California	4	Maine	11	North Carolina	5
Colorado	3	Maryland	3	Ohio	5
Connecticut	30	Massachusetts	71	Pennsylvania	4
Delaware	1	Michigan	5	Rhode Island	1
District of Columbia	1	Minnesota	1	South Carolina	1
Florida	2	Montana	4	Texas	1
Georgia	2	Nebraska	1	Vermont	3
Illinois	3	New Hampshire	16	Virginia	3
Indiana	1	New Jersey	8		

FOREIGN COUNTRIES

Colombia	2	Nicaragua	1
Dominican Republic	1	Norway	1
France	1	Pakistan	1
Greece	1	Russia	1
Guatemala	1	Venezuela	3

EXPENSES

The charge for Boarding Students is \$2,950. a year; for Day Students \$1,250. a year. The charge of \$2,950. for board and tuition includes also: the physical examination fee, the concert and lecture fee, laboratory fees, seven days' care in the Infirmary unless the services of a special nurse are required, laundering of all flatwork and two dollars' worth of personal laundry weekly.

The tuition fee of \$1,250. for Day Students includes the physical examination fee, lecture and concert fee, tiffin, and laboratory fees, but not luncheon.

CHARGES FOR PRIVATE LESSONS FOR THE SCHOOL YEAR

Piano, Violin, Organ, or Singing

One period lesson a week \$150.00

Additional period a week \$120.00*

Speech, one lesson a week \$100.00

Tutoring, per hour 5.00

Payments are due as follows: All applicants, \$15.00 at the time of application; Boarding Students, \$25.00 at the time of registration for reservation of place, \$1,450 on September 10th and \$1,475 on February 1st; Day Students \$25.00 at the time of registration, \$600.00 on September 10th, and \$625.00 on February 1st.

The application fee of \$15.00 is retained by the school. The fee of \$25.00 for the reservation of a place is forfeited if the student is withdrawn after May first; otherwise it is applied to the first semester tuition payment. No reduction will be made in the tuition fee for withdrawal after August 1st, for prolonged absence, or for dismissal before the close of the school year.

Charges for private lessons, and other personal expenses such as books and stationery, tutoring, and special chaperoning, are payable at the end of each term, in December, March and June.

No diplomas will be awarded if all submitted bills have not been paid in full, except at the discretion of the Executive Committee of the Trustees.

A deposit of at least \$75.00 for spending money — including payment of students' organization dues, for charitable purposes, for travel when taking a week-end, for Saturday leaves, for plays and concerts in Boston (cost of Symphony trips is put on term bills) — should be made in each Boarding Student's name on or before the opening day of school.

* Additional period must be in the same subject.

COURSES OF STUDY

ENGLISH

The teaching of English is based on the assumption that the three divisions, literature, language, and composition, are of equal importance to the student, and must therefore be given equal emphasis by the teacher. There are set texts to be studied, though in the spring term we pursue somewhat further our belief that similarity of purpose is more important than uniformity of material particularly for the upper classes. In addition, the work is set up in such a way that the students can see connections with other subjects, particularly with history.

ENGLISH I. The course includes: in language, a study of the history of the language, of the sources of words, and a grammar review when necessary; in composition, paragraph writing, brief topics in the basic essay form, with the emphasis on exactness and concreteness; in literature, a brief history of English literature, dramatic, lyric and narrative poetry, and the study of a theme as it is handled in different works and periods together with a study of mythology and the use made of it by English and American writers. Representative texts: *The Tempest*, *The Idylls of the King*, *Ivanhoe*, *The Once and Future King*.

ENGLISH II: The course includes: in language, a close study of the meanings of words, further work in the historical development of the language, and a study of the changes in word meanings in their historical context; in composition, critical essays on the literature texts, work in paraphrase, comprehension; in literature, a study of genres, and of biblical allusions in literature. Representative texts: *Dr. Faustus*, *Sound and Sense*, *Moby Dick*.

ENGLISH III: The course includes: in language, the study of style, and a discussion of some of the principles of language; in composition, critical essays on very specific subjects, work with precis, and comprehension; in literature, a study of comedy, from Shakespeare to Oscar Wilde. Representative texts: *As You Like It*, *Pride and Prejudice*, *Vanity Fair*. For Poetry, they read the Romantics.

ENGLISH IV: The course includes: in language, a study of logic and a discussion of linguistics; in composition, critical and research papers; in literature, a study of tragedy, a study of the theories and trends of modern poetry, modern novels, and modern dramas. Representative texts: *Hamlet*, *Pocket Book of Modern Verse*. Plays of Giraudoux, Ionesco, Brecht.

English IV Honors Course. This course follows the same outline of study as the English IV. The course covers more, and more advanced texts, and demands a higher level of original thinking and interpretation in these and other areas.

FRENCH

The direct method is used. Classes are conducted in French. The aim is to teach the students not only to read or write French but to understand and speak it. Students who have had some French before coming to Abbot can be placed in "Special sections" which move more rapidly, enabling them to take French IV or V in later years.

FRENCH I. Basic vocabulary and grammar. Practice of conversation. Varied exercises, oral and written. Representative text: G. Mauger *Cours de langue et de civilisation françaises à l'usage des étrangers* (1er degré), and *Français élémentaire*, G. Mauger and G. Gougenheim.

FRENCH II. All the principal tenses (except "passé simple" and "passé antérieur") in grammar are studied. At the end of the year students are expected to be able to converse easily in French. Representative text: G. Mauger, *Cours de langue et de civilisation françaises I* (2ème degré), and *Français élémentaire*, G. Mauger and G. Gougenheim. During the year the students must do outside reading in French.

FRENCH III. Review of grammar and new vocabulary. Representative text: G. Mauger, *Cours de langue et de civilisation françaises II* (3e degré). Plays and stories by French authors.

FRENCH IV. Grammatical reviews. Essays and debates. General outline of French civilization, geography, history, economy, and education. Emphasis on 17th and 18th Century authors. Text: G. Mauger, *Cours de langue et de civilisation françaises II* (4e degré). Outside reading required.

FRENCH V. A literary study of the 19th and 20th Century civilization. Outside reading is required supplemented by oral and written reports.

FRENCH IV. CIVILIZATION. An introduction to French civilization, concentrating on the history and literature of the Middle Ages and Renaissance periods. Representative readings: *La Chanson de Roland*; *Tristan et Iseult*; Rabelais, *Gargantua et Pantagruel*; Montaigne, *Essais*. Also review of the fundamentals of French grammar.

SPECIAL SECTIONS

FRENCH I. This class has been created for girls who enter Abbot with a knowledge of elementary written and spoken French. The classes move at a rapid pace with emphasis on reading fluency, ability to write correctly, and facility in speaking.

NOTE: All students are required to use the Language Laboratory.

GERMAN

GERMAN II. Intensive drill in grammar, enrichment of vocabulary, and classroom conversation. Elementary readings from *Cultural Graded Readers*, Book IV, *Einstein*. Text: Schulz-Griesbach, *Deutsche Sprachlehre für Ausländer*. (not offered in 1964-1965.)

GERMAN IV. Intensive drill in advanced grammar, enlargement of vocabulary with emphasis on correct pronunciation, German literature and civilization, classroom conversation and reading from current newspapers and magazines.

HISTORY

ANCIENT AND MEDIEVAL HISTORY. Starting with pre-history and ending with the Reformation, the history of the countries of the Near East and Europe are studied from a cultural point of view. Stress is placed on how the people lived, their government, culture and art. Comparison with our own way of life is constantly made and the importance of the influence of the past on the present is shown. Required for ninth graders.

MODERN HISTORY. A chronological survey of European history from the Reformation to the present. Topics studied include: the rise and decline of absolute monarchs, the growth of nationalism, democracy, socialism, communism, imperialism, and the development of the totalitarian state. Brief cultural studies of China, Japan, the Near East and Africa are included under imperialism. The history of these countries is then developed concurrently with European history. Open to tenth and eleventh graders. Text: R. R. Palmer, *A History of the Modern World*.

EAST ASIAN HISTORY. A survey of the civilizations and cultures of China, Japan, and India from pre-history to the present. An analysis of Asia's response to the Western world and Western ideas in the 19th and 20th Centuries will give the student the historical background necessary for an understanding of the present crises in Asia. Texts: J. K. Fairbank, *The United States and China*; E. O. Reischauer, *Japan, Past and Present*; T. W. Wallbank, *A Short History of India and Pakistan*; John Yohannan, *A Treasury of Asian Literature*. (not offered in 1964-1965.)

RUSSIAN HISTORY. The course is designed to give an understanding of Communist theory and practice, in the framework of Russian history as a whole. For this reason, the work of the first term deals with the Romanov dynasty, emphasizing cultural and social as well as political development. The rest of the year is devoted to study of Marxist theory, and the ways in which the theory has been altered and adapted since 1917. Care is taken to compare and contrast western European political philosophy and institutions. Reading will include: at least one major 19th century novel and numerous shorter works; writings in political theory by Marx and others; selected works of poetry and fiction by post-Revolution Russian writers. Basic text: Ivar Spector, *Russian History and Culture*. Open to eleventh and twelfth graders. (not offered in 1964-1965.)

ENGLISH HISTORY. This course is a study of the development of England as a nation from pre-history to the present. Special emphasis is given to the growth of the parliamentary form of government and of the English legal system. Although use is made of a text as general background, extensive work is done in library sources both for the preparation of weekly assignments and the writing of a research paper. Text: George Trevelyan, *History of England*, 3 volumes. Open to 11th and 12th graders.

UNITED STATES HISTORY. The course in American history provides an intensive study of American institutions and ideas from their origins in the European and English Renaissance to the present. Special attention is paid to the factors, both domestic and foreign, which have acted upon these ideals and institutions. Feeling that dependence on one text is poor preparation for college work, the girls do most of the reading assignments in books from the school library. The use of the library gives experience in the reading of primary sources and the evaluation of secondary sources. Required for seniors.

HISTORY OF ART. The course is a survey of the art of the Western World, starting with Egypt and ending with the Twentieth Century. The Orient is touched on very slightly. A few important monuments and artists are stressed to show the general style of each country and period. Style is emphasized and the student is shown how to observe the similarities and differences between the various countries and artists. Outside reading is assigned to supplement the text book. When possible, excerpts from the writings of artists and art critics are examined and museums are visited. Open to eleventh and twelfth graders. Text: H. W. Janson, *History of Art*.

LATIN

LATIN I. This first year Latin course covers: (1) Basic forms and syntax of language. (2) Fundamental vocabulary. (3) Practice in translating Latin sentences into English and English into Latin in preparation for the reading of Caesar's Gallic Wars. Text: Alston Chase, *New Introduction to Latin*.

LATIN II. This course includes: (1) Caesar's Gallic wars. (2) Prose composition based on fundamentals of Latin grammar. (3) Sight translation. (4) Practice in comprehension. (5) Study of Caesarean vocabulary with some attention given to derivatives. Text: *Caesar's Gallic Wars* (Walker, Editor); *Latin II* (Pearson and Lawrence, Editors), *Latin Word Lists*, Colby.

LATIN III. The third year work is devoted to: (1) Vergil's Aeneid, Books 1, 11, IV, VI. (2) Attention given to mythological references. (3) Identification of persons, places, things. (4) Scansion. (5) Vocabulary. (6) Sight translation and comprehension. Texts: Charles Jenney, Jr., Roger V. Scudder, *Fourth Year Latin*, Joseph Pearl, *Companion to Vergil*.

LATIN IV. The fourth year of Latin consists of (1) translation of the four Catilinarian Orations of Cicero, the philosophical essays *De Amicitia* and *De Senectute* and, in addition, *Pro Archia*, the Second Argument against Verres, and, as much of *Pro Lege Manilia* as time permits, (2) vocabulary, (3) sight translation and comprehension. Text: Kelsey and Meincke, *Third Year Latin* (Cicero).

MATHEMATICS

MATHEMATICS I. First Year Algebra. Elementary algebra through radicals and quadratics by formula. The approach is modern. Text: Johnson, *Modern Algebra, First Course*.

MATHEMATICS I. Advanced. Second Year Algebra. This course is open to ninth graders only. The work is a rapid review of first year principles and then continues as far into second year algebra as the individual is able to go. Text: Smith, Lankford, Payne, *Contemporary Algebra*, Book Two.

MATHEMATICS II. Plane Geometry. Some solid and coordinate geometry are integrated with plane geometry. A special section, reserved for students who have had Mathematics I Advanced, does some algebra also. Text: Weeks, *A Course in Geometry, Plane and Solid*.

MATHEMATICS III. Intermediate Algebra. Review of real number system; equations and inequalities of second degree; the complex number system; conic sections; exponents, radicals and logarithms; functions; trigonometry with general angles; series; binomial theorem; permutations and combinations. Texts: Smith, Lankford, Payne, *Contemporary Algebra, Book Two* and Brumfiel, Eicholz, Shanks, *Algebra II*.

MATHEMATICS IV. College Algebra and Trigonometry. Functional approach to plane trigonometry, complex numbers, theory of equations, probability, and informal solid geometry. Texts: Fisher and Ziebur, *Integrated Algebra and Trigonometry* and Mosteller, *Probability*.

MATHEMATICS V. Calculus and Analytic Geometry. First year calculus, differential and integral, with review and completion of analytic geometry. Text: Thomas, *Elements of Calculus and Analytic Geometry*.

MUSIC

MUSIC THEORY. A course on the elements of music. The study of Harmony simple formal analysis, original composition in the small Primary Form, ear and rhythmic training, and dictation and keyboard harmony. Open to the three upper classes.

SCIENCE

BIOLOGY. A comprehensive course outlining the full range of plant and animal types with emphasis on evolutionary development, both anatomical and physiological, on the pattern and periodicity of nature, and on molecular and biochemical significance. Some detailed microscopic work and understanding of the third dimension is required. The course includes a mathematical approach to genetics, mammalian physiology, mammalian dissection and human development. Open to tenth, eleventh and twelfth graders. Text: Moon, Otto and Towle — *Modern Biology*.

CHEMISTRY. One section is doing a standard college preparation course, with emphasis on behavior of matter as related to atomic structure. Two sections are doing the Chemical Bond Approach Chemistry Course. Lecture, discussions, demonstration and laboratory work are performed weekly. Text: Dull, Metcalfe, Williams, *Modern Chemistry* or C.B.A. and materials.

PHYSICS. This is an introductory course in elementary physics and deals with mechanics, heat, light, electricity, sound and atomic physics. The course is conducted on a lecture discussion basis with student experiments supplemented by demonstration experiments. Open to upper classes. Text: Physics P.S.C.S.

SCIENCE II. A more advanced treatment of the atomic theory, organic and biochemistry, leading to plant and animal physiology. Laboratory studies in ecology, embryology and practical genetics. Open to twelfth graders with two years of science. (not offered in 1964-1965.)

SPANISH

SPANISH I. The beginning course, with emphasis on the essentials of grammar, vocabulary building, and elementary conversation, through classroom drill in the patterns of speech and individual laboratory work. The texts used are *Open Door to Spanish* (Madrigal) and *First-Year Spanish* (Staubach and Walsh), with additional readings chosen to meet the needs of the group.

SPANISH II. Intensive drill in advanced principles of grammar. Daily practice in oral expression through classroom conversations generally based on Spanish civilization. Elementary readings from Spanish classics, all related to the study of Spanish culture. Texts: *Por Tierras de España* (de los Rios and Nolfi), and *Corazón de España* (Centeno). Laboratory work assigned according to the needs of the individual student.

SPANISH III. Review of grammar and drill in the use of idioms and advanced grammatical constructions. *Rodeo Gramatical* (Francis and Raymond). Increased reading speed and comprehension through selected readings, with the content discussed in Spanish. *Marianela* (Galdós), *Rosina es Frágil* (Martínez Sierra), *Lluvia Roja* (Goytortúa), and others. Creative writing and elementary studies in literary criticism, including poetry and the novel.

SPANISH IV. Comprehensive study of Spanish civilization, with emphasis on historical developments. *Panorama de la Civilización Española* (Ugarte). Use of unabridged editions for the study of *Pepita Jiménez* (Valera), *Rimas y Leyendas* (Bécquer), *Doña Bárbara* (Gallegos), *La Barraca* (Blasco-Ibáñez), and two plays by Calderón de la Barca. Discussion of these readings in Spanish based on content, composition, and literary style. Studies in literary criticism, and many opportunities for creative writing.

MINOR SUBJECTS

The study of "minor" subjects is an integral part of the academic program at Abbot Academy. Each student is given the opportunity to spend several hours a week on minors as a means of introducing her to further fields of interest as well as encouraging her to develop her creative talents.

STUDIO ART. An introduction to varied techniques of creative expression, learning to apply the principles of art in imaginative ways. An advanced Art course is offered to girls with previous studio art training.

VISUAL PERCEPTION. A combination of two courses: one of studio practice and one of lecture and discussion. Drawing ability is not required. The purpose of this course is to develop visual awareness.

ART APPRECIATION. Slides and field trips to museums and art galleries emphasize the development of observation, understanding and appreciation in the visual arts. Open to 11th and 12th graders.

BIBLE. The study of the Old and New Testament Scriptures. Special attention is given to the contribution of the prophets.

GERMAN I. A minor course designated to teach fundamental words, sentences and basic grammar. Oral exercises in speaking. (not offered in 1963-1964.)

GREEK I. An introduction to the fundamental vocabulary, syntax and grammar. Stress on reading short myths and stories from the Colson Greek Reader.

GREEK, ADVANCED. Apology, Crito and Phaedo of Plato.

APPLIED MUSIC. Individual study is available in voice, piano, organ, string and wind instruments.

INTRODUCTION TO THE ARTS. For a thorough basic comprehension of the elements of music, whether listened to or performed, visual perception, and studio art.

INTERNATIONAL SONGS. Folk and art songs in English, French, German and Italian.

MUSIC IN THE THEATER. Emphasis on light opera in Europe and in the United States.

MUSIC APPRECIATION. A course designed to enable the student to have a better understanding of the great masters through the study of musical form and style.

PLAY PRODUCTION. Analysis of the basic elements of drama in performance and survey of cultural background and theatrical forms of the various historical periods. A workshop provides practical experience in actual play production.

READING LABORATORY. A course of instruction to enable the student to read with increased speed and comprehension.

SPEECH. The study of oral communication with emphasis on precision of utterance. Principles and practice are coordinated.

STUDY SKILLS. A six week course for new girls to help develop proper study habits and methods of reading for different purposes.

TYPING. A course of instruction and practice to enable the student to type with facility.

RECOMMENDED PROGRAM OF STUDY

GRADE	9	10	11	12
MAJOR SUBJECTS	The school strongly recommends 5 majors		5 majors	4 majors
M A J O R S U B J E C T S	*Eng. I	*Eng. II	*Eng. III	*Eng. IV or Eng. IV Honors
	†Lat. I	†Lat. II, Caesar	†Lat. III, Vergil	Lat. IV, prose and poetry, (may be Adv. Pl.)
	Fr. I or II	Fr. II or III	Fr. III or IV	Fr. IV or Fr. V
	Span. I or II	Span. II or III	Span. III or IV	Span. IV (may be Adv. Pl.) ENTRANCE IN LAT., FR., SPAN. IV, BY RECOM- MENDATION
	†Hist., Anc. + Med.	Hist., Modern	Hist., Eng. Hist., Mod.	*Hist., Amer.
		Hist., East Asian	Hist., East Asian Hist., Russian	Hist., East Asian Hist., Russian
	*Math. I, Alg.	*Math. II, Geo.	†Math. III (Int. Alg.)	Math IV and V ENTRANCE BY RECOMMENDA- TION
		Bio 10 (8 periods)	*Bio., Chem. or Physics (8 periods)	Bio., Chem., Physics or Science II (8 periods)
		Music Theory	Music Theory	Music Theory
			Hist. of Art	Hist. of Art
EACH SUBJECT MEETS 4 PERIODS WEEKLY. A PERIOD IS 50 MINUTES LONG.				
MUSIC LESSONS	Credit is given for piano, voice and instrumental lessons when the student is considered eligible.			
M I N O R S	*Bible I (2 periods)	*Bible II (2)	*Sr. Mid. Bible or Bible II (2)	*Bible IV (1)
	*Art (2)	*Introduction to the Arts (4)	Art (2)	Art (2)
			Visual Perception (3)	Visual Perception (3)
	*Speech (2)	Speech (2)	Music, Literature and Materials (1)	Music, Literature and Materials (1)
			Art Apprec. (1)	Art Apprec. (1)
		Art Apprec. (1)	Typing (1)	Typing (1)
		Music Apprec. (1)	Play Production (2)	Play Production (2)
	Study Skills	Study Skills	Study Skills	
	Greek (1)	Greek (1)	Greek (1)	Greek (1)

*REQUIRED

†STRONGLY RECOMMENDED

ABBOT ACADEMY ROSTER

1964 - 1965

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